

# JOURNAL

## OF THE

# Mysore State Education Federation

Vol. XII]

OCTOBER 1958

[No. 7

### PRINCIPAL CONTENTS

	PAGE
1. Basic Principles of the Relationship of School Broadcasts to the Curriculum <i>By Shri R. Srinivasan</i> .. .. .	145
2. Problems in Secondary Education <i>By Dr. R. K. Bhan</i> .. .. .	151
3. Inspections as They are and Should be <i>By Shri K. G. Warty</i> .. .. .	155
4. The Role of Training Institutions in the Reorientation of Education <i>By Shri H. Sampath Kumaran</i> .. .. .	157
5. School for Living <i>By Mr. Robert Faherty</i> .. .. .	161
6. Editorial Board Meeting .. .. .	163
7. Executive Committee Meeting of the Mysore State Education Federation	165
8. Educational Notes .. .. .	171
9. Book Reviews .. .. .	172
10. ಗಮಕ ಕಲೆಯ ಮಹತ್ವ <i>By Shri Y. K. Thimmarasaiah</i> .. .. .	173
11. Our Associations .. .. .	176
12. Statement of Accounts of the M.S.E.F. .. .. .	177

PUBLISHED BY THE MYSORE STATE EDUCATION FEDERATION  
BANGALORE



**EDITORIAL BOARD**

1. Sri. T. S. Rajarathnam, M.A. (Edin.), B.T.,  
Bangalore. *Chairman.*
  2. Sri. D. Visweswaraiya, B.Sc., B.T.,  
Doddaballapur. *Editor.*
  3. Sri. N. S. Venkataram, M.Sc., B.T.,  
Bangalore.
  4. Sri. T. Praneshacharya, B.Sc., B.T.,  
Channapattana.
  5. Sri. K. V. Doraiswamy, M.A., B.T.,  
Bangalore.
  6. Sri. Syed Basheer Ahmed, M.Sc., B.T.,  
M.Ed. (Leeds), Dip-in-Ed., T.D. (Lond.),  
Bangalore.
  7. Smt. Vimala Seshadri, B.A., B.Ed.,  
Bangalore-4.
  8. Sri. K. Srinivasan, B.A., L.T.,  
Bangalore-1.
  9. Sri. Y. G. Shantarajaiah, Bangalore-2.
  10. Sri. M. N. Lakshminarayana Rao,  
M.A., B.T., Doddaballapur.
  11. Sri. H. Rama Rao, B.A., Bangalore-4.
  12. Sri. T. A. Jaichand, B.A., L.T.,  
Bangalore-1.
  13. Sri. T. R. Parameswaran, B.Sc., B.T.,  
Bangalore.
  14. Sri. P. Venkatachalapathy Setty,  
B.Sc., B.T., Doddaballapur.
1. All subscriptions to the Journal should be sent by M.O. to the Editor, Journal of the Mysore State Education Federation, Post-Graduate Basic Training College, Doddaballapur, Mysore State. To ensure quick attention, the Code No. mentioned on the wrapper and receipts should be quoted.
  2. The Annual Subscription to this Journal is Rs 5 only inclusive of postage. For Members of the M.S.E.F., the subscription is at half rates.
  3. The Editor invites articles of Educational interest from teachers and their Associations for publication in the Journal.
  4. **Advertisement Rates.**—Rs. 200 per year per page; Rs. 22-8 per full page per insertion; Rs. 12 per half page per insertion; Rs. 6 per quarter page per insertion.

The Director of Education, Bombay State, Poona, in his No. O-H. (Books) 19-10-1956 states:—  
"No specific approval of the Department is necessary of the magazines purchased or subscribed by the Educational Institutions in this State."

*Books for*  
**TRAINING INSTITUTIONS**

1. *Changing Concepts in Education*  
By D. I. Lall, M.A., P.E.S. (I) Rs. 5.50
2. *Future in Basic Education*  
By N. S. Mathur, M.A., P.E.S. (I)  
Rs. 2.00
3. *Hindi Shikshan Vidhi*  
By R. N. Safaya, M.A., P.E.S.  
Rs. 6.00
4. *Basic Shiksha Shastar*  
Adalti & Nigam Rs. 6.00
5. *Basic Shiksha Sagar*  
By Santosh Raj Rs. 7.50

Write to:—

**PUNJAB KITAB GHAR**  
JULLUNDUR

**THE MYSORE STATE EDUCATION FEDERATION  
CO-OPERATIVE BANK LTD.**

Govt. Middle School Building, Fort, Bangalore City

*Membership is open to Teachers and others  
interested in the cause of Education.*

Fixed Deposits are received for periods 3 months  
to 3 years at rates of interest varying from 3%  
to 4½% per annum.

Savings Bank Accounts are opened in the names of  
members, non-members and institutions.

General Provident Fund is a compulsory form of  
investment encouraging thrift. Very favourable  
terms.

3% Dividends have been declared for the year  
1956-1957.

The Bank has been recognised as a book-selling  
agency. There is a stores section. Note Books and  
Texts for use in the schools are stocked and sold.  
Teachers' Associations are requested to make  
enquiries. Favourable rates of commission are  
allowed.

BANGALORE,  
1st August 1957.

**T. V. SUNDARAM,**  
*President.*



# JOURNAL OF THE Mysore State Education Federation

Vol. XII]

OCTOBER 1958

[No. 7

## BASIC PRINCIPLES OF THE RELATIONSHIP OF SCHOOL BROADCASTS TO THE CURRICULUM\*

BY SHRI R. SRINIVASAN

*Director of Public Instruction in Mysore*

I AM grateful to All-India Radio for having given me an opportunity to participate in this Seminar of School Broadcasts. I am particularly glad to take part in this Seminar since I had the privilege of being associated with the Bombay Station of All-India Radio, as its Director. The Bombay AIR broadcast these school programmes in as many as six languages—Marathi, Gujarati, Kannada, Hindi, Urdu and English. You can easily imagine the multitude and complexity of problems we had to tackle in arranging educational broadcasts in six languages from one radio station. I have been asked to speak you on the basic principles of the relationship of school broadcasts to the curriculum.

\* Address delivered at the Seminar, School Broadcasts, at Bangalore, on 1-5-58.

Before dwelling on this subject proper, I should like to tell you something about the main features of the new, Higher Secondary Curriculum, evolved by the Mysore State Educational Integration Advisory Committee. I would like to refer to this, first, because, in my opinion, the school broadcasts in future in this State will have to be related organically to the new curriculum which will be introduced in our High Schools. The main objectives of the reorganised, Higher Secondary curriculum are three-fold. One is to prepare the pupil to face life as soon as he completes the Higher Secondary course. The new system of Higher Secondary Education is intended to make pupils take up an avocation in life, for which they are fitted. Secondly, the new system is meant to provide adequate training to such of those pupils who would like

### FELICITATIONS TO SHRI A. C. DEVE GOWDA D.P.I. IN MYSORE

We offer our hearty felicitations to Shri A. C. Deve Gowda on his elevation as the Director of Public Instruction of the State. By his devoted work in the cause of education both in the Department of Public Instruction and in the University of Mysore he has been in possession of intimate knowledge with the problems that face the country and the needs of educational progress. His high academic distinctions have been strengthened by his wide travels in foreign countries and study of the conditions prevailing there.

His taking over charge of the Education Department at a time when mighty changes are in the offing not only in the content of the subjects of study but also in the techniques is a very good augury for the future of our land.

We wish that his regime will be crowned with success and progress in all directions.

EDITORIAL BOARD.



to take up University Education,—arts and science courses and especially such of those students who would like to enter professional colleges at the Degree level. The third objective will be general in character, i.e., it is meant to orientate Secondary Education—to transform it from being a mere academic preparation, for entry into the University courses of study to a more realistic and purposeful education in our democratic, welfare State. The new scheme is in conformity with the main recommendation of the Higher Secondary Education Commission, the Central Advisory Board of Education and the All-India Council for Secondary Education. It also incorporates many of the recommendations of the Mysore Educational Reforms Committee and of Dr. C. R. Reddy's Report. The main features of the new Higher Secondary curriculum, I shall briefly describe now :

(a) *Duration and Standard.*—The new curriculum covers a period of 4 years. As recommended by the Secondary Education Commission, the present course of 3 years will be extended to 4 years. The standard in the final year of the course will correspond to that of the present pre-University course. The syllabuses have been prepared by Committees which included representatives of the Mysore and Karnatak Universities, as members. One of the terms of reference to the Syllabus Committees was that the syllabuses be prepared so as to correspond to the standard indicated above. The syllabuses having been prepared with this objective, it is expected that pupils who pass out of the Higher Secondary course will be eligible to join the First Year Class of the reorganised, 3-year Degree course.

(b) *A Common Course in the First Year and Diversified Courses in the following 3 Years to be provided.*—In the first year, a common course for all is to be provided. This is to be organised as an exploratory year, in which the interests and aptitudes of the students are to be watched. Diversification of studies in the form of optional subjects is provided in the last 3 years of the course, commencing from the second year. This is in accordance with the recommendations of the Government of India. The optional courses include: (1) Humanities, (2) Sciences, (3) Technology, (4) Agriculture, (5) Commerce, (6) Fine Arts, (7) Home Science, and (8) Education.

(c) *A Common Core of General Education is Provided throughout the Course.*—A common core of general education comprising languages social studies, general science and general mathematics, a craft and physical education and school broadcasts and other activities is provided for, throughout the course. The time allotment between the compulsory general education group and the optional group of subjects is roughly in the ratio of 2 : 1.

(d) *Languages.*—The three-languages formula, recommended by the Government of India, has been adopted. Of the two forms of this formula, the one, recommended by the Educational Integration Advisory Committee, corresponds to the second. The curriculum provides for the following languages :

(i) *Mother-tongue, or regional language, or composite course of mother-tongue and regional language or composite course of mother-tongue and classical language :*

This language scheme provides for full freedom to study the regional language or mother-tongue, either in a complete course, or, as a composite course with regional or classical language in the latter case and the classical language in the former.

(ii) *English :* This is a continuation of the provision made in the Primary stage.

(iii) *Hindi :* This is also in continuation of the study of Hindi, provided at the Primary stage. It is to be a subject for the Public Examination, like any other subject.

(e) *Physical Education and Craft.*—Physical education and craft have been made integral parts of the new Higher Secondary curriculum. Audio-visual education has also been included in the curriculum.

The main feature of the audio-visual education which has been made an integral part of the school time-table according to the new Higher Secondary curriculum is school broadcasts. Out of 4 hours and 30 minutes per week, devoted to school broadcasts, physical education, and other activities in the new, VIII Standard, it is proposed to devote 2 periods of 1½ hours' total duration in the week to school broadcasts exclusively, and in the new Classes IX to XI, out of a total allotment of 1½ hours for school broadcasts and physical education, it is intended to allot one period of 45 minutes per week for school broadcasts. Thus, for the first time in the Higher Secondary curriculum, school broadcasts have been made an integ-



ral part of the time-table, with a sizeable time, allotted to them exclusively. The school broadcasts will, therefore, have to be scientifically planned and organically related to this new curriculum. In view of the new curriculum for High Schools, which is proposed to be introduced, changes in the pattern of school broadcasts become necessary.

I will now come to the basic principles of the relationship of school broadcasts to the curriculum. It is agreed on all hands—and it is the most important basic principle—i.e., the object of school broadcast is to supplement and not to supplant the school curriculum. The educational broadcasts are not intended to replace the teacher, or the school text-books. The main aim of the school broadcast is to provide auditory, learning experience to boys and girls, studying in our schools—to provide worthwhile experiences, which are appropriate to the regular school curriculum and which embody information, ideas and techniques which add to or constitute a useful experience beyond what the classroom teacher can provide with the materials of instruction that are existing already. Learning by listening to the radio is naturally an interesting activity, both on the part of the pupil and the teacher. However, radio is not meant to do the teacher's work, all by itself. I would look upon the radio as a means through which students are enabled to explore the world of things, of ideals and of places. Frederic Willis has described education by radio as follows:

"I like to think of education by radio as a timely, vital, dramatic thing: a system of learning, or acquiring more information, a means of widening one's horizon or enriching one's life and breaking down prejudices, through inspiration and not perspiration; an education by desire and not by discipline; a pattern of swiftly changing pictures and events with keen interpretations, not statistics and formulas; a moving panorama of the world in which we live—right now, while we are living in it—not a dreary drill of text-books and tests. In short, I feel that one of the broadcasting's most helpful contributions to education and one of its real responsibilities to itself and its listeners is the popularising of education itself."

The modern school broadcast is a carefully planned, audio-learning experience,

which utilizes resources beyond those, usually available in the classroom in our schools. These broadcasts have to be prepared by excellent teachers and subject experts and if that is the case, the school radio programmes are bound to make possible, outstanding and unusual learning experience, both for the listening pupil and the teacher. The radio writer, realising that it is sound alone that is the means through which radio-borne ideas are carried into the classroom, consults both the reputed teachers and subject experts regarding information, ideas and techniques, which will lend themselves to this modern means of communication.

Three basic principles may generally be applied to all teaching aids. (1) Pupils gain far more from a learning experience, when they are prepared for it; (2) While they are sharing the experience, the teacher can reinforce its values; and (3) The experience must be organically related to current needs and must stimulate further interest and activity. It is in the application of these basic principles of teaching aids to the school broadcast that they become successful and purposeful.

The next talker, our audio-visual education officer in the Department of Education, will talk to you on (1) preparing the class for the experience of listening, (2) for reinforcing the values while they are sharing the experience, and (3) follow-up activities.

Another basic principle of school broadcasting is that it acts as a link between the past and the present. It also serves as a bridge to the future. It thus gives us a satisfying sense of historical continuity—the past, present and the future into one organic whole. The world outside the classroom is today moving with terrific speed. Vast and swift changes in recent years in the scientific and technological fields have brought about a new outlook on life. The question is, how can the school keep pace with the rapidly moving and fast-changing world? It has been stated that the school curriculum, in most schools, is an embodiment of the preserved culture of past generations and that it does not take note of the rich, contemporary culture which exists outside the classroom. How is radio to blend the existing culture outside the school with the preserved culture of the curriculum? It



is precisely here that the school broadcast provides the answer to his question.

One of the great advantages of the radio is that it can actually overcome the barriers of space and time. In fact, it is the radio that has conquered space and time. It is in this connection that I would like to point out another basic principle of the relationship of the school broadcast to the curriculum. The books we use in the class describe personalities and events which occurred long ago and sometimes recently. Again, text-books, because they are not revised every year may often be 3, 5, or even, 10 years out of date. But the school broadcast can be as up-to-date as anything.

One of the characteristic features of school broadcast is that it has an enormous potentiality of vividly recreating the past, while effectively portraying the present. It has immense potentialities for recreating great men and great events. As a result of this capacity of radio to recreate the past the imagination and the thinking of the young listeners are stirred to great depths and herein lies the uniqueness of the listening experience of the children. It also brings dramatic feeling into the classroom. After all, the human voice is the most powerful; the human voice can be heard and the human feeling and attitude conveyed, even though one closes one's eyes. At a time when television and the pictorial arts are increasingly developing, we should not forget the human voice alone, or certain kinds of sound alone can convey deep emotional experiences with great warmth and depth. Herein lies the advantage of the school broadcasts.

Another basic principle of school broadcast is that it provides schools equal educational opportunities by scientific aids to learning. Recent scientific and technological advancements have resulted in improved methods of teaching and learning, along of course, with other means of raising the standard of living. Industrialisation and the school broadcast helps in providing schools equal educational opportunities, by the adoption of scientific aids to learning. It is possible that one school may have one or two subject experts and one or two reputed teachers. Their expert knowledge and their experience should not be confined to that particular school alone. It is the function of school broadcasting to present to all the schools, listening in the area, the best of subject experts and the best of

teachers, thereby equalising the provision of educational opportunities, by radio listening on the part of schools. Thus the school broadcast helps in sharing the best by all pupils. The number of teachers and subject experts who can be treated as really first class, really best in our schools, is naturally limited. It is here that the school broadcast enriches the curriculum immensely on a wide and different scale.

Teachers in educational institutions who keep themselves abreast of current events and the latest advancements in the subjects they handle are as important as students knowing the current culture in a rapidly changing world. Sometimes, it happens that pupils coming from the upper-middle class homes know more about the current events outside the schools and the teachers know much less for want of opportunities to listen to the radio. This naturally affects very much the relative position of the teacher and pupil. In order to remove this handicap on the part of the teacher, the broadcast should be aimed at giving the teacher an insight into the new methods and techniques. In this modern world, these techniques develop very quickly and the content of knowledge itself expands so suddenly, so as often to leave a gap between the teacher and itself. Let me imagine myself, for the moment, to be a teacher, say, in a High School, in a rural area. Imagine some boys who had read about the sputnik in the newspapers. Supposing they were to ask questions of me about the sputnik. I would naturally like the school broadcast to help me especially at a juncture such as this. Modern knowledge grows wide and fast, and the school broadcast can very much help the educational cause by dealing with this growing knowledge, and more than anything by presenting it to the young mind in a way it can understand. It can also help the teachers not only to extend the frontiers of their own knowledge but also provide them an incentive to gain more knowledge for the noble purpose of educating the children.

I would like to stress once again that the object of school broadcast is to supplement the classroom work, to enrich the school instruction, to enlarge the mental horizon of the pupils and the teacher and to develop in the pupils an open mind, at the same time a questioning and critical mind, which are so necessary. It is not, of course, to replace the teacher, on the text-books.



General Science has been given an important place in the new curriculum. We have to introduce new methods of teaching science more especially, in this rapidly changing world due to the tremendous scientific and technological developments that are taking place around us. The young boys and girls at schools have to keep pace with the Sputniks and the Vanguards—at best mentally. Herein lies a great challenge and a great responsibility, at the same time, on the part of those who provide school programmes on the radio. The science programmes on the radio should have the following main principles: each programme should consist of carefully planned science experiments which would be performed simultaneously in the studio and in the classroom by 3 or 4 student experimenters who would act for the class during the broadcast. As the science broadcast proceeds, children in the classroom should do the experiments that are actually being described over the radio. A successful lesson by radio encourages pupil participation very much. Then the class should draw its own scientific conclusions during the utilization and discussion period following the broadcast. After the broadcast, the children should guess and discuss and even repeat the science experiments, if necessary. This sort of pupil participation serves as an evaluation of the learning experience. Then the science radio programme should establish among the pupils a familiarity with commonly used laboratory equipment and techniques and generally the science programme on the radio should develop in the pupils an open-mindedness, an inquisitiveness and a desire to question the “why” and “wherefore” of things and should generally help in maintaining a thoroughly scientific temper and a scientific outlook, of which we are in great need today, especially in this country.

The science series on the radio should be planned to explain in simple, interesting terms some of the new developments in physics, chemistry, medicine and the like. It should also provide for interviews with leading scientists and dramatisations of great scientific discoveries, for they enrich the classroom work by what is called “bringing the text-books to life”, by means of the life-like qualities of the broadcast.

#### SCIENCE

The new science syllabus aims at a co-ordinated understanding of subjects like

physics, chemistry, biology, geology, astronomy, etc., with a view to understanding the universe and life around us. Having been accustomed to subject-matter divisions so far, the “new teaching” may somewhat be difficult. The school broadcast may perform a useful function by giving talks to students on various subjects, which are of interest to the students and which have been included in the new syllabuses, such as Earthworm as a Friend, Animal Migration and Bird Migration, Living and Non-Living Things, Solar and Lunar Eclipses, etc.—subjects which may be presented to the pupils in the form of a general knowledge as a whole. The reference to eclipses brings a thought to my mind. And that is that the broadcast may well be given—say, just a day before pupils can actually observe the eclipse. This brings me to the subject of planning of the broadcasts. To state it briefly the broadcast should be timely. I would suggest that the physics teacher might also take up the topic of co-ordination between the broadcasting agency and the teacher. I am mentioning eclipses, just to serve as an example. But the idea is one which I feel could be profitably employed with reference to many other subjects also. Of course, I do not mean that this idea should be carried to extremes. What I want to say is that both the lesson and the broadcast should, as far as possible, be timed to the best advantage.

Social Studies form an important feature in the new curriculum. Radio programmes on this subject will have to be planned carefully. The approach to Social Studies in the new curriculum is different from the traditional approach. It is not only formal teaching but also activity centres (curriculum which is now to be worked in the schools). As suggested by the framers of the syllabus, various methods such as the observation method, workshop method, the problem method, the project method, debates and dissensions, dramatisations, etc., will all have to be used. History is to be learnt not merely with reference to political sequences but not merely with reference to dates of kings, dynasties and ways but also with reference to the progress of art and culture and the evolution and shady growth of social institutions in the country. The study of civics is to be reinforced and made lively by suitable activities. It may just refer to one or two copies in Social Studies—the National Flag, the National Anthem, National Motto,



etc. Broadcasts on subjects such as these would be particularly useful, interesting, and instructive. The various methods suggested may be illustrated by means of talks given by men who have an insight into these methods. The text-books by themselves cannot do sufficient justice to this aspect. The school broadcast would be a great aid in this regard to the teachers especially. One of the major aims of the new scheme of Social Studies is the development of an attitude of sympathetic understanding between the various people, not only of one's own country but also of other countries—the development of a consciousness of the interdependence of the various peoples and countries of our "little" world, after all. Talks intended to develop this outlook are best given by those who have travelled widely, carrying with them the same attitude, which they want to develop in the young minds. The talks suited to the level of the pupils, of course, on the various religions and cultures of the world and the life habits and customs of its peoples would be particularly welcome.

I have said before that the three-language formula, viz., provision for the regional language, English and Hindi in the curriculum marks an important aspect of the new curriculum. It is here that the school broadcasters will have to think carefully about the programmes to be produced in this connection. The aim of language broadcasts should be to add to the interest and proficiency of the listening pupils. I know it is a very difficult thing to teach language especially on the radio. New methods and new techniques will, perhaps, have to be evolved in putting through effectively teaching of languages on the radio.

In the teaching of English, a new approach to grammar has been made in accordance with the present-day trends. It is no longer to be studied as a separate and independent subject by students. It will hereafter have to be taught mainly in correlation with the text. The inductive method and the concentric pattern have to be used. While grammar perforce has to be taught, it should not be done to the detriment of the clear understanding of the subject-matter and appreciation of ideas. The presentation of grammar, in this way, requires special ability and thought. It will be a good service if the school broadcasts were to include lessons on grammar in the new way, if I may call it.

At least it is new so far as many of our schools are concerned.

A feature of the new curriculum is that the study of languages will have to be enriched by having recourse to dramatisations, discussions on the subject of the lesson, etc. It may be that a regular lesson, or story in the text-book is dramatised, and this dramatisation included in the school broadcast. Discussions on topics connected with the lesson may be arranged by having selected pupils to take part in the broadcast programmes. This method of dramatisation and discussion would apply not only to the language lessons, but also to lessons in history, geography, etc., and even to lessons in arithmetic, in which according to the new syllabuses, topics like—"Why taxes are paid," "Why a man should insure," "Justifiability of levying interest," "The National Savings Scheme," etc., are discussed. It may be asked whether such discussions belong to the field of the mathematics teacher. But mathematics, as a part of general education means an approach to the subject, in which many related questions will arise, and which the mathematics teacher will have to answer. The school broadcasts may, in this regard, not only provide interesting talks to the pupils, but also give valuable guidance to the teachers.

I have another suggestion to make. Out of 532 High Schools in the State, we have now nearly 50 High Schools, offering multi-purpose courses, such as technology, agriculture, home-science, commerce, fine arts and so on. These subjects, though provided for in some measure, in special institutions like polytechnics, agricultural schools, art and music schools, etc., are 'new' so far as High Schools are concerned. There are practically no text-books on these subjects at present for guidance. The school broadcasts would be doing a great service, by dealing with subjects, such as the organisation of these courses in the schools, topics to be taught, how the teaching of the subjects may be correlated with the general education scheme, etc. In this connection I would suggest that teachers who have worked these new subjects with great success in their schools be called upon to give broadcast talks on how they have carried on the work. In this way, the school broadcast may become the vehicle for the pooling of experiences and ideas in these new fields of study.



## PROBLEMS IN SECONDARY EDUCATION\*

BY DR. R. K. BHAN

*Deputy Educational Adviser to the Government of India, Ministry of Education and Scientific Research*

THE work of the teacher is unique from many points of view. Many kinds of labour are needed to do the world's work. No other labour is more important than that one which initiates and improves growth in the realms of minds and morals. Shaping and moulding human beings is a noble and a difficult enterprise. It is in this enterprise that teachers are engaged. It is here that the destinies of millions of youths are determined. In the discharge of his responsibilities, however, the achievements of the teacher will be conditioned by the environments, physical and intellectual, in which he is placed. The teacher is no doubt a human being and as such we cannot be oblivious of the material and physical amenities that he receives from the society while he is called upon to undertake responsibilities of a high order with zeal and devotion. The teacher's organisations while alive to the needs of the profession in this behalf should, however, develop measures whereby the technical efficiency of the members would improve and opportunities would be extended to them to give a better account of themselves in curricular and extra-curricular activities as builders of the nation. By and large they choose to join the teaching profession under the pressure of circumstances, economic or social, and there are only a few who exercise their choice voluntarily sometimes sacrificing alternative occupations. It may, however, be noted that teachers do not deal with drab files or lifeless machines or materials but with growing human beings whose development is fashioned and watched by them with interest and care. It is thus that in the performance of their duties (obviously for a material return) the finer chords of human heart are played upon and consciously or unconsciously they get so much in tune with their work that it endows them with spiritual and intellectual satisfaction which is a characteristic feature of a noble profession.

Each stage of Education has its import-

ance in the educational system of a country but secondary education has some significant features which no educationist can ignore. "When a pupil enters the Secondary School, his learning should become increasingly significant. He should begin to see relationships, to fathom causes and effects, to detect the motives and forces behind major events and eras—in short, to generalise and unify experience and knowledge. The higher mental processes are necessarily brought into operation to promote this deeper education; but, since education should become more profound from grade to grade, the secondary grades are appropriate for much of the initiation and fostering of unity in learning". It is at this stage that the aptitudes and the natural faculties of the young boys and girls can be studied and fashioned so as to be fitted to the appropriate vocation of life. Thus in the context of social and economic conditions obtaining in this country Secondary Education has to play a vital role. While the expansion of Elementary Education in the country is of paramount importance, the consolidation and improvement of Secondary Education in conformity with the genius of the people and the needs of the country so as to form a proper base for the future career of boys and girls going through this stage of education, is very urgent. Unfortunately the conditions of Secondary Schools in the country call for an immediate attention of all interested in education. For various decades this type of education was unilateral and conducted without any bias towards the broader needs of the country. The Secondary Education Commission after an intensive study of the problems made comprehensive recommendations which are now a challenge to the educationists. The main plank of reconstruction as recommended by the Commission is to change the school from the unitary to the diversified type by the introduction of multilateral courses. The pattern of school will not only impart instruction in humanities but in six other groups of subjects, viz., Technology, Commerce, Agriculture, Science, Home Science, and Fine Arts. The improvement in the standard of instructions is implied when it is

\* Presidential Address delivered at the Secondary Education Section of the All-India Educational Conference at Madras.



conceded that the products of these schools should attain at least as much proficiency as that of students who pass the first year intermediate examination. The introduction of this new pattern with diversified courses demands, as a prerequisite, a thorough all-round improvement in such schools in the sphere of classroom accommodation, laboratories, libraries, furniture and last but not the least in the quality of the teachers.

The scheme for the reconstruction of Secondary Education has been before the country for the last three years or more and though the response of the State Governments and the universities has been satisfactory, the progress of the Plan has not been commensurate with the immediate needs of the country and the expectations of the people. The difficulties confronting the administration both at the School and the University levels are real and have to be surmounted with vigour and ability. Most of the universities have agreed in principle to the abolition of the Intermediate course and the introduction of the 3-Year Degree course which is a necessary adjunct of the whole reform but only the universities of Andhra, Orissa, S.N.D.T., Baroda, Nagpur and Travancore have decided to introduce the 3-year course from the academic year 1957-58. Those of the universities which are conducting the Intermediate examination and those colleges which teach Intermediate classes have to face financial and administrative problems in switching over to the new type of 3-year Degree course and the process of change and adjustment cannot be as quick as one would like it to be. The new programme envisages a 11-year course and those of the schools which have a 10-year course can easily add a year to it. But those which have already a 11-year course feel hesitant in adding one more year thus making the total school course a 12-year one. It is agreed that the school course should cover a 11-year period and the last three years at least should be devoted to the new type of Secondary curriculum involving diversification. But whether it should be an 8 + 3 or 7 + 4 years is a matter which has evoked some controversy. It is, however, hoped that those States where a 11-year course already exists and which have accepted the new pattern so far as curriculum is concerned will make it possible to reform the school syllabus in such a manner that the degree of achievement

at the end of the school career will be higher than what it is at present. It may thus be necessary for them to have a 7 + 4 year course. The introduction of core subjects like Social Studies and General Science also involves certain rearrangements in school teaching. The problem of providing teachers to suit the new needs especially in the diversified subjects is no doubt one to be tackled both on an emergency as well as on a long-term basis. The All-India Council for Secondary Education which is seized with this problem has under implementation a scheme of organising seminar-cum-training courses of 5 weeks' duration in diversified types of subjects and this will be a sort of orientation course. On a long-term basis, however, the teachers' training colleges or the professional colleges dealing with the diversified subjects will have to do something to produce a stream of teachers to man the multipurpose schools.

An important reform in the field of Secondary Education which has been emphasised from time to time and which is now being tackled systematically is the reform of examinations. That the present system is responsible for many evils which have cropped up in the social and educational system has been emphasised from time to time and something has to be done to reform it in a manner that will bring about better results. The wastage of national human resources caused by failures in examinations is colossal. The All-India Council for Secondary Education has taken up this subject and a plan is under consideration for evolving new evaluation procedures and techniques to suit the needs of the country under expert guidance. A pilot project in this behalf is being immediately established and it is hoped that a long-term organisation will also be set up very soon. It is easy to condemn the present system of examinations but it is rather difficult to find out new methods of educational evaluation which would effect a distinct improvement. It has been observed that evaluation must be regarded as an integral part of the total examination process in which educational objectives, learning experiences and evaluating procedures are all linked together. It is not possible or appropriate to transplant in this country methods howsoever successful in foreign countries. Further research and study are essential before the reforms are introduced.



Another important reform to which attention is to be drawn is that of educational and vocational guidance. Every school should have a nucleus of this organisation and no effort should be spared to equip schools with the necessary tools for this purpose. One of the most outstanding problems of social and economic system of this country is that of educated unemployment. Even though all those who are employable do not get themselves registered, the figures of unemployment revealed by the Employment Exchanges tell an awful tale. Not only young men and women with undergraduate qualifications are unemployed but there are several thousands fit for professional occupations (industrial, supervisory or educational) who are without any jobs. It is high time that all those who are interested in the future of our country devote their earnest attention to this problem and thrash out a remedy. That there is not much of correlation between employment opportunities and instruction imparted in educational institutions is clear. That there should be a close co-ordination between employers, industries or commercial concerns, and the institutions which turn out employable young men and women cannot be doubted. But still there is a greater need for giving advice to young boys and girls at the appropriate stage so that their talents and aptitudes may be well directed and they may go in those fields of activities in which they are likely to flourish. This will check to a great extent wastages in education and at the same time prepare a base for the supply of requisite material for different vocations.

A question is often asked in this behalf as to whether a multipurpose school can be a vocational school. The answer is definitely no. It is not a substitute for a trade school either. But it will certainly prepare our young men and women for a vocational training befitting their mental and physical callings. I may also refer to the need for the introduction of worthwhile experiments and projects in at least some selected schools. In the words of the Secondary Education Commission :

...  
 "If a few progressive schools are established in every State, where experienced teachers would be free to work out an improved syllabus and methods of teaching and discipline, they might in due course help to leaven the whole educational system."

Now that, as a result of several seminars and workshops, some of the participant teachers and headmasters are carrying back fresh ideas to their schools with a view to trying out new techniques and projects, this recommendation of the Commission can take shape. The All-India Council for Secondary Education has quite recently implemented a scheme whereby such schools can get some financial aid. It is hoped that the respective institutions will evince enthusiasm in demonstrating tangible results.

These are some of the facts of our educational reconstruction at the Secondary stage. The role which the teacher has got to play is fundamental. He is the pivot on which the whole machinery of reconstruction will revolve. It is not necessary as much to talk about improvements in the technique of teaching as development of a proper understanding among the teachers about these problems and still more important of instilling in them a new urge for improvement. It is a matter of happiness to observe that the teacher has reacted well to the need for reform. The Government of India and the All-India Council for Secondary Education have been conducting all over the country on an all-India and regional basis scores of seminars in which by now thousands of teachers have participated. In these meets a fund of enthusiasm has been generated to tackle the reform in different areas. The Extension Services Departments attached by now to 52 training colleges which are expected to cover 4,000 schools and 20,000 teachers have galvanised the latter into professional activity and it is extremely gratifying to observe that even at personal inconvenience and cost the participating teachers have evinced a desire to learn and make contributions in this scheme. It has been sufficiently demonstrated that given the opportunity to develop his initiative and originality and the feeling that he has a contribution to make for the development not only of ideas but of various projects, he responds very effectively and indicates a new spirit so much needed to overcome the inertia of decades.

To meet the needs of the situation we should kindle a fire in the hearts of all present and prospective teachers so that they will not feel at rest until results are achieved, which will certainly tell. There is nothing so galling as to hear so often from different quarters that the standards of



achievement in schools are falling. Whatever be the causes whether the teacher is responsible for this deterioration or not, the community has a right to look up to him to give a lead in evolving and initiating measures for improvement. I may be permitted to repeat that our plans for Secondary Education reconstruction will not be complete unless there is a definite improvement in the level of students' attainment at this stage. I, therefore, take this opportunity of appealing to the teaching profession to accept the challenge and make the whole process of reconstruction of Secondary Education not only easy and quick but fruitful from all points of view. I am sure the community will not forget the teacher, his economic and social status but he should come up professionally too. The improvement of teachers' salaries has been taken in hand both at the Central and State levels and though only a beginning has been made, it indicates that the community is deeply interested in the problem. I do hope that a day will come when status in this country should be in keeping with our traditions.

India is passing through a critical stage in its history. Independence has no doubt opened a vista of bright future but it has also created huge responsibilities for the people and its leaders. From the struggle for political independence we are marching on the more difficult path of economic and social reconstruction which will be through 'blood, sweat and tears'. We look round and see how other nations with their higher rate of literacy, national income, capital formation, industrial and agricultural production are going still further. Some of them (like West Germany) devastated by the Second World War have effected their economic recovery in an amazing manner mainly through hard work and sacrifices of its people. Should we still lag behind?

*(Continued from page 164)*

come a self-supporting venture. It is really a matter of concern to us that the Department has not been able to give the Journal enhanced grants and patronage. He assured the Editor of the full co-operation of the Board in all his activities. He wished the Journal all success.

10. The Editor thanked the Chairman for the able way in which he conducted the Meeting and the support he has been ex-

	Percentage of children enrolled			Percentage of literacy	No. of multi-purpose schools
	6-11	11-14	14-17		
First Plan	51	12.2	9.4	16.6	500
Second Plan	92.7	22.5	11.7	20.0 (approx.)	1187 (as against 12000 High Schools)

Teachers who are the architects of nations, have to play a leading role. It is quite obvious that the goals to be achieved are yet very far and even the limited targets in various sectors are shining at a distance. We have gone through the First Plan and are in the middle of the Second Plan. The following figures will reveal the magnitude of the problem.

The total outlay on education in the Second Five-Year Plan, Central and States sectors, will be about Rs. 307 crores out of a total of Rs. 4,800 crores. It is obvious that education and social welfare have not received that position in the Plan which the educationists would like these to have. It is no doubt true that the economic development of the country with an emphasis on key industries should receive greater attention at the hand of the planners since all our social welfare programmes will depend upon the total flow of national income within the country. But it cannot be denied that for the success of the industrial and agricultural plans, education, both general and technical, is an important factor and any resources diverted towards this end will ultimately reflect themselves with advantage to the industrial and agricultural sectors. Anyhow circumstanced as we are with limitations of financial resources the task ahead is greater. But if we harness our energy and enthusiasm to the available resources, the journey will be covered sooner than anticipated.

tending in the running of the Journal. He also thanked Sri. T. A. Jaichand for sparing his school building and making arrangements for the conduct of the Meeting.

The Chairman, thereupon, concluded the Meeting.

D. VISWESWARAIYA      T. S. RAJARATHNAM  
Editor.                              Chairman.

*Note.*—The Statement of Accounts and Balance Sheet have been published already in the August issue of the Journal.



## INSPECTIONS AS THEY ARE AND SHOULD BE

By SHRI K. G. WARTY, M.A., B.T., *Belgaum*

**T**HOUGH every Department arranges to hold inspections of its offices, the Education Department is more regular in its annual inspection of schools and other educational institutions. These inspections help the Department to know whether the institution is being run properly, whether teaching is done on right lines and whether the pupils do receive the benefit from the instructions imparted. It is, moreover, the duty of the inspecting authorities to see that the conditions laid down by the Department are fulfilled and that the grant-in-aid is properly and justly given to and utilised by such school as have to carry out the conditions and suggestions, so that the public money is spent on deserving cases. One more object from the governmental viewpoint is to see that no propaganda against the authorities is being carried on through the agency of teachers and that the pupils' minds are loyal to the country and the Government.

From the point of view of schools and teachers, the inspections serve to help the teachers and the school managers to evaluate their work, to make adjustments in teaching methods and administrative procedures, to receive new ideas from the inspecting authorities who are supposed to have wider experience, to make a note of teaching aids and facilities that are found wanting in the school and also their shortcomings with a view to improving the standard of teaching, tone and discipline. The inspections have served well the purpose for which they were meant, though we often find that they fall short of our expectations of the present-day ideas and developments. But we must admit that though these inspections are not satisfactory in their nature, they have been certainly useful inasmuch as they have well served their purpose, limited though it be.

### AS THEY ARE

The purpose of these inspections and the ways in which they are now conducted are out of date and stereotyped. The inspection report form was perhaps introduced as long back as the introduction of grant-in-aid. A perusal of these reports does not give us a correct idea of the progress of the institution nor of its special features. The fact is

that our schools have not and cannot develop special features of their own, as freedom as such has not yet reached the portals of our educational institutions, and our present-day educational ministries are more after a show of things than real achievements. Regimentation has become the rule of the day and this has resulted in a fault-finding attitude on the part of inspectors.

The inspections of today have become ineffective because of their routine nature. While the educational theories and practices are progressing, Government methods and ways are old-fashioned, in spite of more educated and better qualified personnel of the inspectorate. With an intimation from the inspector's office that the school would be inspected on particular a day or days, that the inspector would like to see the school in its usual working order that slips be inserted in the pages of the text-books to indicate the portion done, wheels in the school office begin to move. The Head Master is just awakened from his complacent mood, informs all the teachers and the clerk of the impending inspection and takes a round to see whether the walls require white-washing, where new pictures are to be hung, where dirt is to be removed and whether library books are kept in proper order. By the inspection day all these matters are mended and even a reading room is well set up and a list of library books issued and returned by the teachers as well as the pupils is prepared and kept ready for inspection. While the clerk gets busy with the numerous statements to be submitted at the inspection, the teachers prepare demonstration lessons to be given on the day. In short, this inspection day is considered to be a judgment day for the school as a whole. As is often said, inspection is the doom of teachers as examination is that of pupils.

### ON THE INSPECTION DAY

On the day of inspection the inspector arrives in the school with three or four assistants, not necessarily in time. To be punctual should be the habit of subordinates. He is very particular to have the copy of the day's time-table in his hand as he is expected to see the school in its work-



ing order. But when he actually visits the classes the time-table is thrown to the winds and he sends for one subject teacher after another to teach the class where he happens to be present. The teacher then goes on with his home-prepared lesson on the portion which the pupils had already studied, asks some questions to the class and elicits the expected answers from selected intelligent pupils. Even a trained, experienced or reputed teacher cannot escape this ordeal. Sometimes the head of the institution also is asked to give such a lesson or at least ask questions on the subject-matter taught by him. Is it not the privilege and right of the inspector, chief of assistants, to see whether the teachers teach on right lines? Being perhaps a super-educationist, he can of course judge the teacher in about ten minutes!

This process is repeated in every class that he visits or his assistants visit and the same teachers are sent for to give their *unusual* lessons and secure good or bad remarks from the inspector. Not that these remarks carry much weight; but they are sufficient if unfavourable, for the management to damn a teacher and send him away, if he is not wanted in the school.

#### AFTER INSPECTION

The next day after the inspection is declared a holiday in order to give the teachers some rest and sleep over the strain of inspection. The report of the inspector with a long list of shortcomings is received after about a fortnight and is read by the persons concerned and is entirely forgotten during the year. The net result of such an inspection is the satisfaction to the inspecting officer that he has *done with* one school for the year; to the teachers that they are free from anxiety of doing their work in time and regularly for the remaining part of the year and to the Head Master that he is now relieved of the strain of inspection and can go his usual slow way till the date of next inspection. The report is carefully filed and neither the inspector nor the Departmental authorities care for the follow-up work. Every one concerned feels that his task is smoothly done and he can sleep or he can shun.

This sort of inspection was perhaps useful under the old regime when the British Government looked to one important thing, namely, that no disloyalty to the British

Crown was preached in the schools and all text-books contained praises and advantages of British rule in India. Unfortunately, Independence has not brought to these educational institutions any changes either in the object or in the nature of education and inspection.

#### SOME SUGGESTIONS EXAMINED

It has been admitted by the Mudaliar Commission that the present mode of inspection is not satisfactory and that the educational inspector is and should be the real adviser. To improve the situation, the Commission suggests that the inspectors should be appointed from among the experienced teachers, or experienced Head Masters or from professors working in training colleges; that they should be appointed for a period of 3 to 5 years, after which they should revert to their old posts; and that a committee of three such persons should inspect the schools on the same lines as those of University Inspection Committees. The Commission have made these suggestions perhaps on the supposition that education is static, and without taking into consideration the progress that is being made in other democratic countries and methods employed there. The suggestions are neither practicable nor effective. They are old-fashioned and based on wrong principles. My experience of school inspection tells me that inspectors will continue, whether single or multiple, to play the role of a police inspector or a factory inspector as long as the whole outlook in education is not changed. Even the present-day inspectors, well qualified as they are, can be real friends and guides if proper scope is given to them. If your educational system is to be sound and progressive, there should be more freedom given to the heads of schools in the matter of framing syllabuses, in the matter of preparing time-table, in the matter of experimentation and of research.

#### AS THEY SHOULD BE

Improvement in the standard of teaching and raising the tone of the school which are the main objects of school inspections are possible only when every school is allowed to develop on its own lines and at its own pace. The Head Master, being the axis on which the whole school atmosphere will revolve, has to plan out the syllabus and other school activities, curricular, co-curri-

(Continued on page 170)



# THE ROLE OF TRAINING INSTITUTIONS IN THE REORIENTATION OF EDUCATION\*

BY SHRI H. SAMPATHKUMARAN

Mysore

I. L. KANDEL, in his monumental work, *Comparative Education*, describes the right function of educational administration as 'to enable the right pupil, to receive the right education from the right teachers at a cost within the means of the State under conditions which will enable him best to profit by such training'. This statement means the right pupil should be given the right education. To decide the right pupil, his intelligence quotient, abilities and aptitudes would be diagnosed. Who can give the right education? Teachers who are properly selected and well trained in good training institutions. When can pupils be properly diagnosed?

Only when teachers are rightly selected and properly trained. It is evident that training colleges should be the fountain-heads from which well trained teachers should flow out.

There are two types of training institutions now. Post-Graduate training institutions training Graduates to the B.T. or the B.Ed. Degree. The second type of training institutions are those which cater to the needs of the Elementary School teachers, who are the pivot of the nation as far as education is concerned.

As per the Census Report of 1950-51, only 16.6 per cent. of the population is literate. To combat this problem of illiteracy among the young, the Constitution has proposed, as per Article 45 of the Indian Constitution, as follows: 'It is obligatory on the part of the State to see what all children, upto the age of 14, are given free and compulsory education.' The aim of this paper is not to discuss the problems connected with compulsion, but problems pertaining to the improvements of training institutions.

## IMPORTANCE OF TEACHER-TRAINING

The old notion that anybody could become a teacher is not acceptable from the recent researches conducted in psychology and education. Training is absolutely essential to make the teacher fit and competent. If the

laudable aim of the Constitution, viz., to give free and compulsory education upto the age of 14 is to be achieved, the right type of teachers should man the Elementary institutions. The Elementary and Secondary Training institutions cater therefore to the needs of 90 per cent. of pupils and teachers. Considering the present conditions of India, greater majority of the children do not continue their education after the S.S.L.C. standard or after the age of 16. By the time the child completes the age of 14, he will have studied upto the I Year of the High School. Roughly we may say that the integrated Elementary stage (or the present Primary and Middle School stage) education is what is aimed at in the Constitution. By the time the child completes this stage of education, he should be taught sufficiently to face the problems of the present-day complicated world. Hence training institutions at the Secondary level (training institutions for training of Primary and Middle School teachers) should receive as much if not more attention and equipment as the Post-Graduate training institutions. The Secondary Education Commission Report is also of the same view: 'It is an accepted principle that teaching in the lower standards especially in infant classes in the Primary grades require as much, if not more preparation than in the High Schools and that the lower the grade of pupils, the greater is the skill required to teach them.' (P. 174.)

The teachers who are trained in the Secondary Training institutions are mostly from rural areas, highly backward due to lack of opportunities. The qualifications of the majority of teachers handling the first four classes of Primary Schools, is only Primary VIII Standard, or III Form. But the responsibility vested in their hands is very high. These trainees get the one and only occasion of associating themselves with their fellow-professionals and during this short but important period of training, no effort should be spared to acquaint them with the best and in a palatable way. A badly trained, or inadequately trained or merely theoretically trained teacher does

\* This paper was read by the author in the All-India Educational Conference, 32nd Session, Madras.



greater harm than good, and thus will be a menace to the society.

What are the conditions of the majority of the present-day training institutions?

- Inadequate equipment;
- Lack of adequate grants;
- Under-paid, overworked and discontented teachers;
- Cent. per cent. theoretical training;
- Lack of scope for research;
- Dominated by external examinations;
- No provision for Visual Education, Extension Services, etc.;
- No integration among the various stages of training.

These sad features are found to a greater extent in the case of Under-Graduate training institutions—Primary and Secondary level training institutions. Major portion of the efforts and finances for the improvements of the training institutions are meant for the Post-Graduate training institutions under the control of the University. With the result, the Under-Graduate training institutions are sadly neglected. If education is to thrive, the wide disparity that is found between the University teachers' colleges and those of the Under-Graduate level under the Department of Education should be scrap-

ped. The author of this paper, in his short time at his disposal, could not make a comprehensive comparative study of all the training institutions in India; however, he has restricted his study to two premier and only institutions in the State of Mysore—one at the Under-Graduate level, offering training facilities for the Kannada Teachers' Certificate (Lower), the duration being two years, the Urdu Teachers' Certificate (Lower), the duration being two years; the Teachers' Certificate (Higher), the duration being one year; the Pandits', the Maulvis', and Hindi Vidwan courses, each of two years' duration, and finally the Hindi Shikshak course, the duration being one year. This is the only institution of its kind in the whole of Mysore State. There are chances of this premier institution being converted to the Basic type. The other is the Graduates' Training College under the control of the University of Mysore. The former training institution is termed as the Government Training College for Men, Mysore, and the latter the Teachers' College, Mysore. Upto 1937, the Graduates' training was also a part of the present Under-Graduate Training College, and was termed as G.T. course.

**University Teachers' College, Mysore  
(Under the University)**

Teaching Staff*		No.
1 Principal and Professor, Rs. 700-40-900-10-1000	1	1
2 Do. Duty Allowance Rs. 100	..	1
3 Professor A (Same Scale)	..	1
4 Assistant Professors, Rs. 250-500	..	2
5 Lecturers, Rs. 200-450	..	5
6 Physical Culture Instructor, Rs. 50-5-100	..	1
7 Allowances to Social Science Lecturers, etc., Rs. 175		
Strength of the College—96		
No. of Staff—11; Total Rs. 43,000		
Number of Teachers—Pupils—96		
Teacher-Pupil Ratio: 96-8-8		

**Government Training College for Men, Mysore  
(Under the Department of Education, Mysore)**

Teaching Staff		No.
1 Superintendent, Rs. 200-20-400	..	1
2 Teachers, (Higher Grade (Rs. 150-10-250	..	10
3 Teachers (Lower Grade) Rs. 75-200	..	9
4 Pandit and Maulvis, Rs. 75-180	..	8
5 Drawing Teacher, Rs. 60-120	..	1
6 Music Teacher, 60-120	..	1
7 Bharata Reader, Rs. 50-100	..	1
8 Drill Instructor, Rs. 50-100	..	2
9 Part-time Hindi Teacher (Allowance at Rs. 40 p.m. for 10 months)	..	1
10 Phenetic allowance (Allowance of Rs. 20 P.A. for 9 months)	..	1
Staff 36; Total Rs. 62,788		
Teaching Staff 36 (including Part-Time Staff)		
Total Strength—485		
Teacher-Pupil Ratio—13-50		

**Omitting the Part-time Teachers—**

Teacher-Pupil Ratio: 96/10 .. 9.6

II Part-time (Evening) B.Ed. Course Conducted by the T. C. M.-- .. 15.0

Ratio of pupils .. 30

Fee—Rs. 81 P.A.

Duration—2 years

Staff—		Allowance p.m.
Principal	1	.. 75
Professor	1	.. 50
Asst. Professors	2	.. 25
Lecturers	5	.. 20

\* Figures before Revision of Pay Scales of University.



University Teachers College		Government Training College	
Head Clerk—one; Typist—one; Accountant—one; Clerks—three; Machanic—one; Gardener—one; Attenders—four; Daffedar—one; Peons—two; Scavenger, Full-time—one; Watchmen—two; Sweeper—one; Maid Servant—one; Cycle Allowance—two; and Special Personal Pay		I Division Clerk—1 (Rs. 75-180) .. 1 II Division Clerk—5 (Posts 5) .. 5 Attender—1 (Rs. 30-1-40) .. 1 Menials—10 Rs. (25-½-35) .. 10 Scavenger—1 (Allowance Rs. 3 p.m.) .. 1	
Total 20—Rs. 18,030		Total 17—Rs. 14,508	
3. Contingencies, etc.			
(a) Office Expenses ..	Rs. 500	(a) Rent ..	Rs. 1,620
(b) Library ..	2,500	(b) Contingency* ..	180
(c) Equipment and Laboratory ..	4,000	(c) Postage ..	120
(d) Clothing to Menials ..	400	(d) Reserve ..	430
(e) Miscellaneous ..	1,500	Total ..	2,350
(f) Printing and Stationery ..	1,000	Other Charges	
(g) Furniture ..	1,000	Refresher Course ..	7,160
(h) Summer Training Course ..	3,500	Special Charges ..	240
(i) Stipends at Rs. 300 for 25 Pupils ..	7,500	Purchase of books ..	500
(j) Professional Excursions ..	2,000	Do. Urdu Books ..	100
(k) Citizenship Training Course ..	3,000	Equipment ..	500
		Reserve ..	1,500
		Total ..	10,000
		Stipends ..	8,200
Total ..	1,54,100	Grand Total for the College ..	97,846
Abstract for (Establishment only) :-			
Teachers' College 30 ..	Rs. 61,030	Government Training College for Men 52 ..	Rs. 77,206
Practising High School (one only) 27 ..	46,020		
Practising Middle School (one) 12 ..	15,160		
Grand Total 69 ..	1,22,810		

\* Includes Science Articles' purchase also.

The following facts and figures illustrate the extent of disparity between the Post-Graduate and the Under-Graduate training institutions :

The College has sent a proposal to the University to approve and sanction Rs. 515 per month to conduct the course. Till the approval is received, the course will be conducted on a self-supporting basis.

The M.Ed. course by papers only. No additional cost is involved.

Let me come to the disparities in the various items as noted above, one by one.

**Salary of the Teachers and Lecturers.**—According to the recent revisions of the scales of pay, a University Teacher in whatever type of institution he may be working, is drawing the pay of Rs. 200 in the grade Rs. 200—450 but a trained Graduate teacher in the Government Training College is drawing Rs. 85.

Regarding qualifications, there are teachers with very high qualifications such as

M.A., B.T., M.A., M.Ed., and teachers with Diploma in foreign languages ; excepting the advance pay of Rs. 10 for B.T.'s no other weightage is given, however high and laudable the qualifications may be. By sheer accident and luck if one were to enter the University Teachers' College, he will get a pay of Rs. 200 as start. So far as qualifications are concerned, it is evident there is no difference between the University and Departmental training colleges. Besides, in the Government Training College, there are teachers reputed for their authorship, scholarship, long service and talent which are at present left unnoticed and unrewarded. On the other hand, a raw Graduate (Honours or Master), without any training in teaching technique whatsoever and therefore far inferior in qualifications and teaching technique is allowed to enjoy the heavy start of Rs. 200 in Mysore State.

Let me go a step further and illustrate this disparity further. The pay of a Primary



School teacher is Rs. 40 and that of a Middle School teacher is Rs. 50; hence the disparity is 25 per cent. (with III Form qualification), the starting pay of a Graduate teacher in the Department of Education is Rs. 75, the disparity between the Middle School teacher and High School teacher is 50 per cent.; the pay of a University teacher is Rs. 200 and the disparity is 275 per cent. Though there are teachers whose qualifications and experience are in no way inferior to that of the University Teachers' College Lecturers and far superior to the General College Lecturers, yet there are these disparities in pay scales. Is it just in this Welfare State? Let this august assembly decide.

Another serious disparity is regarding equipment and facilities for educating the common man. Whereas there is facility for Extension Services involving an expense of Rs. 1.5 lakhs for a period of 3 years only, providing for research, van, projector, for audio-visual education, propaganda and publicity, in the University Teachers' College, there is no such facility whatsoever in this premier Under-Graduate Training College which has to cater to the needs of children upto 14 years of age, who contribute to 90 per cent. of the school-going population and an equal percentage of teachers, who are mostly from rural areas.

From my experience I beg to state that immediate attention should be bestowed upon the improvement of teachers in the Government Training College (i.e., at the Under-Graduate level), including the Pandits and Maulvis. As already stated, only University training institutions are concentrated upon from the point of view of equipment and scales of pay. An analogy would not be out of place. This policy is as good as trying to construct a sky-scraper without laying a firm foundation and wasting precious money for beautifying the top few storeys.

A premier training institution is so sadly neglected. Unless these Under-Graduate training colleges are treated on a par with the University institutions, the lot of the poor Elementary School teacher-trainees who are mostly from rural parts and who are ignorant of Science, Art and Technology can hope to progress. The teachers who undergo the present type of training, are not in a fit position to face the problems of this complicated world. I believe it is incumbent on the part of the Government to equip

the premier training institution so that these pupil-teachers are trained in the real sense of the term.

So far as the abilities of these pupil-teachers are concerned it is really a matter of deep gratification to note that there are promising Under-Graduate pupil-teachers who are very good at mechanics, sports, oratory, fine arts and gymnastics and, lacking opportunities they have become Mute Inglorious Miltons!

Besides, what about the load on the Departmental teachers! Let me confine myself to the Graduate teachers though the same holds good to the Under-Graduate teachers also. Every Graduate teacher has to undergo the B.T. training, Basic training, Sevadala and Scout Masters' training, pass the Departmental Accounts Test, and above all has to maintain regularly notes of lessons, and programmes of work. Also he has to do extra work. Are the College Lecturers worried with any of these? But who stands to benefit? It is the University teachers. If an impartial examination were to be conducted, I can say with confidence that many of the Departmental teachers would certainly at least equal the University Teachers' College staff and far excel the General College Lecturers so far as the attainments and teaching techniques are concerned.

How can this training institution thrive, lacking in provision for excursion grants, Department of Extension Services, radio, adequate sports and R.R. grants, scope for research and, above all, decent scales of pay!

How to tackle this problem of improvement of training institutions? Immediate attention should be bestowed on the following:

- Liberal grants;
- Encouragement of research;
- Provision for educational guidance;
- Liquidate the gross and wide disparity in the scales of pay;
- A special scale of pay for the teachers of training institutions, separate from the Departmental scales of pay;
- Integrating the different types of training institutions as quoted in the Team Report.

To quote the Team Report: 'We recommend that in the first place, that all training of teachers should be brought under the

(Continued on page 172)



## SCHOOL FOR LIVING

BY SHRI ROBERT FAHERTY

**T**EACHERS around the world who practise and preach learning-by-doing—and school children who are spared from sitting at books all day—may again take comfort and inspiration from Celestin Freinet's evidences of success in such endeavour, as just shown by him in Paris, a stronghold of traditional schools.

These evidences include a short-legged purple horse with black spots, and a yellow-legged blue horse with rabbit ears, a wooden sputnik a yard tall with a chamber for a dog, and, most important, hundreds of little booklets made of coloured paper, some of them from Mexico, New Zealand and other far off countries.

To teacher Freinet, a gentle-spoken grey-haired Frenchman, these are more than just examples of creative work by Primary School children whom he and his followers have "liberated" from desks. The postcard paintings done by young girls, the scientifically-wired miniature rocket made by two boys aged 13 and 14, the "school journals" written, drawn and printed by children are this year's symbols of the long crusade waged by this eloquent evangelist of "modern" or "active" schooling, whose influence is widespread abroad.

Like an Abelard banished to the wilderness, Freinet had, for many years, to gather his disciples and preach his doctrines at distances from the outer walls of the French school system. This year he exhibited the results of his work in the massive Lycée Montaigne, beside the Jardin du Luxembourg, a fortress of traditional education!

It was holiday-time, and one wing of the building beside its spacious inner courtyard was given over the 14th International Congress of the "Ecole Moderne" and an exhibition of "Techniques Freinet". There the master, long returned from the wilderness, with Primary teachers of French schools and associates from abroad gathered round him, expounded his principles and received visitors, among them a delegation from UNESCO's Department of Education.

Just after World War I, Freinet began to develop his theories. Wounded in the lung, he became weary of the usual classroom methods and, as he expresses it, could not endure "the confused reactions of caged

pupils". He drew upon the doctrines and findings of Montessori, Decroly, Makarenko in Italy, Belgium and the U.S.S.R., and little by little he began to apply the theory that less rote and more activity, less stern discipline and more collaboration of teacher and pupil, would help to open young minds to learning and develop a will to learn; that tools in the hand could make a path to the text-book. He experimented, developed methods, obtained printing equipment for his pupils; and won followers among young teachers in many a town and village in France. But there was opposition too and, in 1934, came the day for him to resign.

Outside the national school system, Freinet carried on, founding a private school. With his followers, in or out of State schools, he started a co-operative of teachers which produced classroom materials especially suitable to his methods, and manufactured equipment for pupils to work with. Inside the school system more and more primary teachers borrowed from his methods, gradually applying them, mostly in Provincial schools. After World War II occurred what Freinet called an awakening of school authorities—official approval of the principle of "free" methods in Primary Schooling. And by stages Freinet's movement advanced with such momentum that, in 1957, a ministerial decree authorised the establishment of experimental schools in which "free" methods could be used; a few months ago the Musée Pédagogique in Paris received Freinet's exhibit of his little coloured booklets, the "school journals", and soon afterwards his banner of the "Ecole Moderne" spanned a gateway of the Lycée Montaigne for the Congress held under the auspices of the Minister of Education and inaugurated at the Sorbonne.

Freinet's crusade had grown to become the Fédération Internationale des Mouvements d'Ecole Moderne, with headquarters at Cannes, France, which derives guidance from his experimental school at nearby Vence and his Co-opérative de l'Enseignement Laïc, also at Cannes. The Congress brought full-fledged delegates of the movement from France, Belgium, the Netherlands, Switzerland, the Federal Republic of Germany, the German Democratic Republic,



Yugoslavia, Poland, Tunisia, Mexico and Italy, and observers from Israel, Canada, Chile, Sweden, Turkey, the U.S.S.R., and representatives of a Spanish group in France.

At the door of the Lycée, Freinet welcomed the UNESCO visiting delegation headed by Dr. W. Harold Loper, Director of the Department of Education, with awareness of UNESCO's continuous effort to inspire improvement in educational method and practice and its own application of learning-by-doing and use of graphic materials in technical assistance in many countries.

The master then began the demonstrations. With one finger, he moved the roller of a proof-press made for the smallest hands to operate, and produced a printed story of eight lines that had already been set in type, headed "Le petit oiseau mort dans le vent", complete with details of how little Michell had seen the bird dead in the wind, with beak open and claws in the air. Then Freinet showed a proof-press with crank-handle for bigger hands, but the handle did not work. Dr. Loper demonstrated American practicality by retrieving a fallen cotter pin from the floor and inserting it into the crank shaft so that three copies of the bird's obituary notice could be run off quickly.

There was much to see: many children's paintings reproduced on postcards for sale by the co-operative; charts concerning history and ceramics made by children; school-boys' versions of telephones, telescopes, motors, scales; a heart-and-lung system made of plastic jars, rubber tubes and rubber bulbs. There was the slatted sputnik, and Freinet explained that it was correctly wired as a radio instrument. The boys who made it had wanted to launch it and had given their teacher an exact prescription for the explosives. A Freinet teacher commented: "We use the UNESCO *Source Book for Science Teaching* in making equipment."

There were many coloured booklets, school journals, with French titles meaning "The Gleaners", "The Little Fishing Port", "The Mountaineer", "In the Miners' Country", containing original tales of adventure with Papa in the field, with Mamma in the kitchen, with cows and sheep in storms. Exchanged regularly between schools in France and abroad—as, for example, between the Town School of Dry, in Central France, and

the Victoria Guadalupe School in Mexico City—they lead to exchanges of letters and visits, all of which increases appetite for research. There were also many simple instruction books written by teacher-members of the co-operative, and dealing with subjects such as prehistoric times, Egyptian history, the principles of music, the architecture of Touraine. Suspended from a string were 20 bright little paintings drawn by nine-year-old girls in one class hour to illustrate a 12-line poem about a lime tree that lived in a court and envied the trees outside.

Dr. Loper, former chief of the Educational Division of the United States Foreign Aid Programme for the Philippines, and for many years a teacher and educational administrator in Hawaii, asked whether tests were used to show the results of the Freinet methods.

"We have tried tests," Freinet answered, "but they are not useful for us, because the real tests are the examinations. For the Primary School-Leaving Certificate, a pupil must know the usual kind of examination answers, such as the birth date of Louis XIV and the date of the Battle of Waterloo. So our pupils learn by action, till Easter, and then must cram from routine text-books into June. We have proved in most cases that our action-taught pupils fare better in the examinations than other pupils."

Answering other questions, Freinet said that his techniques are applied to a degree of from 30 per cent. to 80 per cent. in some French schools—but not in the big schools of Paris; that among the 200,000 Primary School teachers in France there are 10,000 who are applying Freinet techniques and 50,000 others who are getting inspiration from them.

Viewing Freinet's work from his own experiences in Hawaii, Dr. Loper especially congratulated the French teacher on the creation and exchange of the booklets. But Freinet wanted to emphasize an incident which to him summed up the purpose and result of his efforts: in one of his classes a half dozen boys were busy making a wooden instrument; one boy turned to the teacher and said: "One more nail will do it—Papa Freinet, will you run and get us a nail?" To Freinet that exemplified the freedom of spirit for pupil and teacher that opens the mind for learning and teaching.—UNESCO.



## EDITORIAL BOARD MEETING

Proceedings of the Meeting of the Editorial Board of the *Journal of the Mysore State Education Federation* held at 9-30 a.m., on Sunday, the 17th August 1958, at the Corporation Boys' High School, Tasker Town, Bangalore

### MEMBERS PRESENT

Sri. T. S. Rajarathnam (Chairman),  
Sri. K. V. Doraisami,  
Sri. T. Pranesacharya,  
Sri. Y. G. Shantharajaiya,  
Sri. D. Visweswaraiya,  
Sri. T. A. Jaichand (on invitation).

### MEMBERS ABSENT

Sri. N. S. Venkataram,  
Sri. Syed Basheer Ahmed,  
Smt. Vimala Shankar,  
Smt. K. Gonke Das,  
Sri. K. Srinivasan,  
Sri. M. N. Lakshminarayana Rao,  
Sri. H. Rama Rao,  
Sri. T. R. Parameswaran,  
Sri. P. Venkatachalapathy Setty (expressed inability to attend the Meeting).  
Smt. Lakshmi P. Krishnappa.

### PROCEEDINGS

Sri. T. S. Rajarathnam, Chairman, conducted the Proceedings:

1. Confirmation of Proceedings of the Meeting of the Editorial Board held on 18-8-1957. The Editor read the Proceedings of the last Meeting of the Board held on 18-8-1957 and explained in great detail the action taken on each one of the resolutions passed at that Meeting. It was noted that the Journal had made a good progress in the maintenance of a high standard and has been rendering a good service to the cause of the teacher and education in general. The average number of pages in Kannada had been increased to 5 out of 24. The question of finance was one of serious consideration. The Department was giving a grant of Rs. 1,000 when the Journal was a Quarterly and the request for an enhancement of the grant to Rs. 3,000 had not been complied by the Department. Even the subvention that was being given by the Department by purchase of 40 copies of the magazine for the benefit of the District Educational Officers had been suspended during the current year 1957-58.

(i) The Proceedings of the Meeting of the Board held on 18-8-1957 were recorded.

(ii) The progress made by the Journal was noted with satisfaction.

(iii) Efforts be made to continue to give 5 pages of Kannada matter in each issue of the Journal and these pages may generally be addressed to the practising teachers in Primary Schools.

(iv) The Department of Public Instruction be again requested to increase the annual grant from Rs. 1,000 to Rs. 3,000 in view of the fact that the Journal is now a monthly.

(v) The Department of Public Instruction be again requested to purchase at least 500 copies of the Journal for the use of the Educational Range Officers, District Educational Officers and big Primary Schools of the State.

(vi) It was noted with satisfaction that the Mysore State Education Federation has considered the expenses of the Journal as a legitimate charge on the funds of the Federation. But still efforts should be made to make the Journal self-supporting.

2. Accounts of the Journal for the year 1957-58 and Auditor's report:

The audited accounts were placed before the Board.

	Rs. nP.		Rs. nP.
Total Receipts	.. 6,028-04	Total Expenses	.. 6,487-47
Opening Balance	.. 531-08	Closing Balance	.. 72-25
Total	.. 6,559-72		6,559-72
<hr/>			
Net loss for the year	..		Rs. nP. 1,113-83
Net loss as per Balance Sheet	..		1,538-35

The Accounts for the year were audited by Sri. H. Srinivasa Murthy, Auditor of the Journal accounts.

Accounts were read.

(i) The Statement of Receipt and Payments, Profit and Loss Accounts as well as the Balance Sheet are approved.

(ii) Special effort are to be directed to bring in all the High Schools, Middle Schools and Training Institutions of Mysore as subscribers as per Circular of the Director of Public Instruction No. T3. 3291-74/56-57 dated 20-11-1956. The District Educational Officers may kindly be requested to issue the necessary circular and give due encouragement to the Journal.



(iii) More advertisements may be secured to help improvement of finances. Requests may be made to publishers, sports dealers and manufacturers of teaching aids to encourage the magazine by giving some advertisements. The Publicity Department of the Mysore State and also Central Government may also be requested to encourage the Journal by giving advertising matter.

### 3. Building and office for the Journal.

The need for a permanent building is very keenly felt. As the magazine has gained reputation and as the work of the Journal has enormously increased, the appointment of whole-time clerical staff will have to be thought of. This is very urgent.

The following resolution was passed :

The Executive Committee of the Mysore State Education Federation Journal be requested to provide quarters in Bangalore where the work of the Journal can be carried on. The Editor is permitted to establish the office of the Journal with whole-time staff as early as possible in Bangalore as envisaged in the Budgets sanctioned for 1957-58 and 1958-59.

### 4. Review work.

Book reviews form an important feature of the magazine. Books received for review may be distributed to the members of the Editorial Board and to experts. A token review fee of Rs. 2-8-0 per book, brochure or magazine be paid as in previous years.

5. Publication of the Kannada part of the Journal. Till the finances improve it may not be possible to take this enterprise. For the present, the existing procedure appears to be the most feasible. It was also felt that the publication of a good Kannada Journal in Education was a difficult matter requiring the co-operation of a very large circle of writers and educationists.

6. Budget for the Journal for 1958-59, as given below was sanctioned :

<i>Anticipated Receipts</i>		<i>Anticipated Expenditure</i>	
	Rs.		Rs.
1. Govt. Grant	3,000	Printing & Stationery	5,500
2. 1000 Subscribers	5,000	Postage	400
at Rs 5/- each		Contributors and	400
3. Dept. grant for	2,500	Reviewers	
500 copies		Clerical, editing &	1,200
4. Advertisements	1,000	other charges	
		Miscellaneous	500
		Publications	1,000
<b>TOTAL</b>	<b>11,500</b>	<b>Total</b>	<b>9,000</b>

Any expenditure over and above these shall be incurred only after the sanction by the Chairman and later ratification by the Board.

7. Letter from Smt. Lakshmi P. Krishnappa expressing her inability to attend the Meeting and requesting to be relieved from the Editorial Board.

It was resolved that the Board do place on record their high appreciation of the good services rendered by Smt. Lakshmi P. Krishnappa who has served the Journal ever since its inception.

(ii) The Editor do convey the above resolution to Smt. Lakshmi P. Krishnappa.

(iii) In the vacancy so caused, Sri. T. A. Jaichand, Head Master, Corporation Boys' High School, be appointed as member of the Editorial Board.

8. The Chairman placed before the Board a request that he may be relieved of his responsibility as Chairman of the Board on the ground that he has retired from Government service and may be out of station frequently.

The Editor also made a request that he be relieved of his charge as Editor of the *Mysore State Education Federation Journal* as he has been in charge of it now for more than 10 years and that it was but fair that the responsibility should be shifted.

It was, however, the desire of the Board that the Chairman and the Editor do continue as such in the interests of the Journal.

9. The Chairman, in his concluding speech, thanked the Board for the confidence retained in him and also expressed grateful thanks for the co-operation that was being extended by the members of the Board to the Journal. The Journal had now gained an important place among the educational monthlies of India and so it was necessary for everyone to keep maintain this honoured place. Considering the slender finances of the Journal, the responsibility becomes all the greater. In this connection the work done by the Editor deserved commendation. With a dogged perseverance he is carrying on with the work of the Journal in a selfless and devoted spirit. The thanks of everyone should go to him. The record of work done during the year has been quite satisfactory. It is further hoped that, in the near future, by increased circulation, the Journal would be-

(Continued on page 154)



## EXECUTIVE COMMITTEE MEETING OF THE MYSORE STATE EDUCATION FEDERATION

Proceedings of the Executive Committee Meeting, held at 9 a.m., on Sunday, the  
17th August 1958, at the Scout Headquarters, Fort, Bangalore

### MEMBERS PRESENT

- (1) Sri. J. B. Mallaradhya (*President*).
- (2) Dr. D. Sivaramaiya,
- (3) Sri. S. Kalappa,
- (4) Sri. M. V. Sundaresan,
- (5) Sri. K. Srinivasan,
- (6) Sri. K. Gururaja Rao,
- (7) Sri. M. N. Lakshminarayana Rao,
- (8) Sri. C. Narasinga Rao,
- (9) Sri. T. V. Ananthachar,
- (10) Sri. C. V. Ramaswamy,
- (11) Sri. N. S. Venkataram,
- (12) Sri. D. Visweswaraiya,
- (13) Sri. K. Seshappa,
- (14) Sri. R. Krishnaiya,
- (15) Sri. G. Arakaiah,
- (16) Sri. H. N. Narasimha Murthy,
- (17) Sri. S. V. Muniseethappa,
- (18) Sri. H. K. Narasimhamurthy, and
- (19) Sri. T. R. Parameswaran (*General Secretary*).

1. Proceedings of the Executive Committee Meeting held on 9-6-1958.

*Read and confirmed.*

2. General Secretary's Report of action taken on the resolutions passed at the previous Meeting.

(1) Affiliation of Teachers' Associations from the Bombay Karnatak, Hyderabad and Madras areas including Coorg and Kollegal.

As per resolution, a copy of the Constitution of the Mysore State Education Federation was sent to all the Teachers' Associations in these areas with a request to get themselves affiliated on 11-8-1957. The President of the Federation also sent a personal appeal to the Associations. The response is not very encouraging. Teachers' Association, District Board High School, Kollegal, Primary School Teachers' Association, Gulbarga and Bellary District Teachers' Guild have sent affiliation fee. No other Association has got itself affiliated.

(2) Building for the Federation:

As per resolution, blue-print of the site available at the Government Central High School was got prepared. As there is no vacant land near the Government High School, Fort, no blue-print was got prepared with respect to this area. One copy of

the blue-print of the site available at the Government Central High School was submitted to the Education Minister in continuation of Memorandum submitted to him on 24-5-1957 on this subject. The then Education Minister, Sri. V. Venkatappa, was kind enough to make a spot inspection of the site along with the Director of Public Instruction, Sri. B. M. Krishnan, the Private Secretary to the Education Minister, and the Deputy Directors of Public Instruction. I showed him the site selected and explained to him the urgent necessity for a building for the Federation to carry on its activities. I was also able to convince him that this portion was of no use to the school and that it was rather a nuisance. He was very sympathetic and promised to do his best in the matter. The matter is being pursued. I learn that the matter has been referred to the Department and new complications have been brought in. The President of the Federation has again made a personal request to the Education Minister, Sri. Anna Rao Ganamuki.

(3) Resolutions sent by members:

*Shri Lakshminarayana Rao*: Making Head Masters of Municipal High Schools as Drawing Officers.

Sri. Lakshminarayana Rao was requested to give clarification to certain issues. No reply was received from him. The President of the Federation, in his letter to the Education Minister, dated 30-7-1958, has requested the Minister to accept this principle.

Holding of the Annual General Body Meeting: According to the next resolution of Sri. K. Gururaja Rao, it was decided to hold the Annual Conference in the old Karnataka area. In view of this, it was felt that no action was necessary on this resolution. A proposal has been brought forward at today's Meeting to hold a Conference or a General Body Meeting in Bangalore early since no other District has come forward to take up the responsibility of inviting the Conference.

*Sri. Arakaiah*: (Resolution passed on 13-5-1957): Opening of training institutions in all District Headquarters.



The matter was referred to the Department and the Director of Public Instruction in his letter No. F.Dis.Gl.7225-368/57-58, dated 7-9-1957, has stated that the Department is aware of the need for providing adequate facilities for the training of teachers and teacher-training institutions have been sanctioned to Chitaldrug, Kolar and Chikmagalur during the past years, 1954-55 and 1955-56. It is also under consideration to start one at Hassan.

**Sri. Muniseethappa:** Representation to lady teachers when selection is made for training.

Reference is made to the Department. No reply has been received.

The Federation was requested by the Government of Mysore on behalf of the All-India Council for Secondary Education to conduct two subject teacher seminars, one on General Science and the other on Social Studies. A grant of Rs. 2,500 to each of these two seminars was also made by the All-India Council.

The General Science Seminar was conducted at Bangalore for a period of ten days from the 29th January 1958 to 7th February 1958. Forty teachers selected from all over the new State of Mysore participated in this Seminar. Sri. T. N. Krishna Rao, Retired Deputy Director of Public Instruction, was the Director of the Seminar. Sri. C. Krishna-swami, Head Master of the Government High School, Fort, and Dr. D. Sivaramiah were the Secretaries. The Seminar was inaugurated by Sm. Grace Tucker, Deputy Minister for Education. Sri. J. B. Mallaradhy, M.A., I.A.S. (Retired), M.L.A., President of the Mysore State Education Federation, presided over the inaugural function. The Valedictory Address was delivered by Dr. Bhagavantam, Director of the Indian Institute of Science, Bangalore. Prof. Devadasan, Field Officer to the All-India Council for Secondary Education, was deputed by the All-India Council to give guidance.

The Social Studies Seminar was conducted at the Government Training College for Men, Mysore, from the 10th February to 19th February 1958. Forty teachers selected from all over the new State of Mysore participated in this Seminar. Sri. T. Vasudevaiya, Deputy Director of Public Instruction, Mysore Division, Mysore, was the Director of this Seminar. Sri. P. N. Venkatesa Iyengar, Principal of the Men's Train-

ing College was the Secretary. The Seminar was inaugurated on the 10th February 1958 by Sri. C. D. Narasimhiah, Principal of the Maharaja's College, Mysore. The Valedictory Address was delivered by Sri. K. V. Puttappa, Vice-Chancellor of the Mysore University. For both the functions, Sri. J. B. Mallaradhy, President of the Federation, presided.

The Report of these two Seminars has been sent to the All-India Council for Secondary Education, New Delhi, with a request to sanction an additional grant towards the charges for getting the reports printed and also for paying an honorarium to the Directors and Secretaries. No reply has been yet received.

Before commencement of the formal business, Sri. K. Srinivasan in offering felicitations on his behalf as well as on behalf of the other members of the Executive Committee to Sri. J. B. Mallaradhy, said that since this was the first time that the Executive Committee was meeting after Sri. Mallaradhy's election to the Assembly, it was not too late to felicitate him. He hoped that Sri. Mallaradhy would fight for the cause of the teaching fraternity in the Assembly and wished him long life to continue the good work he has undertaken. Sriyuths N. S. Venkataram, Gururaja Rao, S. Kalappa, Lakshminarayana Rao and Krishniah, offering felicitations on behalf of the several sections of the Mysore State Education Federation echoed the feelings expressed by Sri. K. Srinivasan.

The President, Sri. J. B. Mallaradhy, in thanking the members for their good wishes said that he was one with them and a fellow traveller in the march towards progress of education and the welfare of the teaching fraternity in Mysore. He said that he had fought for the teaching fraternity in the Assembly. In the last Assembly, he had taken the maximum time in the debates, but he was sorry to state that the local papers had not given a full report. Sri. V. Venkappa, Education Minister, the President continued, had promised many things and he was sorry that he was not in the Ministry to carry out all his promises. He then read his latest letter addressed to the Education Minister regarding the grant of a site to the Federation building and explained how at every stage things were delayed in the Secretariat. He added that he would continue to do his best for the teaching fra-



ternity as a member of the Assembly. He felt that the Federation was not functioning effectively nor promptly at the Centre. He did not want to put the blame for this on anybody but wanted that things should move on more quickly. He said that he did not undertake a tour of the State as it involved enormous cost to the Federation. He wanted the layout at the Central Office to change. There should be a central office with a full ministerial staff. He hoped to move out very soon to contact Associations and teachers.

The following resolution was passed:

"A central office of the Mysore State Education Federation be established taking for the present a building on a monthly rent not exceeding Rs. 50."

(3) Statements of account for the years 1954-55 to 1957-58.

The audited statements of account for the years 1954-55 to 1957-58 were read and adopted.

(4) Ratification of the selection of members made by the President to (1) State Advisory Board for Education, (2) Secondary Education Board, (3) Teachers' Training Board.

The selection of the following members made by the President to the various Boards was ratified:

(a) *State Advisory Board for Education:*

(1) Sri J. B. Mallaradhyia, President of the M.S.E.F.

(2) Sri. K. Gururaja Rao, B.A., B.T., Head Master, Silver Jubilee High School, Bhadravathi.

(b) *Secondary Education Board:*

Sri. J. B. Mallaradhyia, President of the M.S.E.F.

(c) *Teachers' Training Board:*

Sri. Shantaveerappa, Teachers' Training Institute, Bellary.

(5) Letter from the Director of Public Instruction requesting the Federation to conduct two subject Teachers Seminars during 1958-59.

The General Secretary explained that in anticipation of the approval of the Executive Committee, the Director of Public Instruction has been informed that the Federation was willing to undertake the responsibility of conducting the two Subject Teachers Seminars, one on Mathematics and the other on English. Arrangements would be made to conduct these two Seminars during the year 1958-59.

Action taken ratified.

(6) Holding Education Conference or Annual General Body Meeting or both.

The General Secretary explained that a sum of Rs. 1,263-8-0 was available out of the collections made for the XIX Education Conference held at Bangalore in 1954, for holding a Conference. This could be held in Bangalore. Tumkur District had invited the Conference but has now backed out. The President was thinking of having the Conference either in the Bombay Karnatak Area or Davanagere but it might take some time before the whole thing is finalised. Since it was obligatory on the Federation according to rules of Registration, to have an Annual General Body Meeting, it was quite necessary to hold at least a General Body Meeting if holding of a Conference was not possible.

After some discussion it was resolved that a General Body Meeting be convened in Bangalore immediately after Dasara and that the Education Minister be requested to associate himself with this and that the holding of a Conference could be taken up by the new Executive Committee to be elected at the General Body Meeting.

(7) Report of the working of the Journal and financial statements:

Since the Editor was not present at this time, this subject was adjourned to the next Meeting.

(8) Consideration of the arrear list of subscriptions from affiliated associations:

The General Secretary read the list of arrears from affiliated associations and stated that the total amount due in October was Rs. 5,205.00. He added that notices were issued to all these associations, about 480 in number, in November 1957. Response has not been very encouraging. A sum of Rs. 514.00 was collected and this was mainly from Government Primary School Teachers' Associations. He felt that it was rather difficult to collect the arrears which in some cases have outstanding for more than 10 years.

After discussion it was resolved that:

"Notices be issued to the affiliated associations and individual members requesting them to pay up their arrears and to inform that they may be dis-enrolled if the arrears are not paid."

The President said that he would himself sign the notices. He suggested that this arrear list may be sent to the Deputy Direc-



tors of Public Instruction, District Educational Officers and Inspectors of Schools with a D.O. letter requesting them to help the Federation in collecting the arrears.

The President observed that the first requisite was to prepare an accurate and up-to-date arrear list on the basis of the best information available. He remarks that it would be unfair to write off arrears as irrecoverable, especially when persistent efforts were not made for recovery.

#### SUBJECTS SENT BY MEMBERS

*Sri. D. Visweswaraiya*

(1) Sanction a grant of Rs. 2,000 to the *Journal*.

*Sanctioned.*

(2) To arrange for a deputation to wait on the Director of Public Instruction and Government to request for an annual grant of Rs. 3,000 to the *Journal of the Mysore State Education Federation*.

Resolved that a Memorandum be drafted and presented to the Government requesting the Government to pay last year's grant of Rs. 1,000 to increase the grant to Rs. 3,000.  
*Dr. D. Sivaramaiya*

(1) Government be requested to sanction two advance increments to teachers who pass T.C. Higher and Lower and Basic Training at their own cost.

On the explanation given by the General Secretary that the matter was under the consideration of the Government, the mover withdrew his resolution.

(2) Government be requested to permit private bodies to run T.C. Lower course at suitable places.

The President explained that the policy of the Government was to raise the minimum qualification of the teachers to be recruited and as such encouraging teacher-training institutes—Lower grade will be retrograde step. The Federation which is always for raising standards should not be a party to lowering of standards.

In view of the explanation given, the mover withdrew his resolution.

(3) Government be requested to permit teachers in service to appear for pre-University and Degree Examinations of the Mysore and Karnatak Universities.

*Accepted.* It was resolved that the two Universities be addressed in the matter.

(4) Department of Public Instruction be requested to permit boys of 18 years to sit for S.S.L.C. Examination in private as in the case of girls.

There was a feeling among the members that the acceptance of this resolution may lead to a deterioration in standards.

The mover withdrew his resolution.

*Sri. K. S. Acharlu*

Convening of the Meeting of the General Body or a General Conference on a small scale in Bangalore :

A resolution on this subject has already been passed.

*Sri. S. C. Rudriah*

Request the Government through the Director of Public Instruction to absorb a certain percentage of teachers working in Municipal High Schools in Government High Schools in permanent vacancies.

Since the mover of the resolution who was in Bangalore was absent, the resolution was not taken up.

*Sri. K. Gururaja Rao*

(1) To arrange for the holding of the next Conference at Bangalore or Davanagere during Christmas.

(2) A resolution has already been passed.

(3) To arrange for a deputation to meet the new Education Minister and the Chief Minister to represent the several problems of the various grades of schools.

The President replied that he had already addressed the Education Minister on this subject and that arrangements would be made for the deputation after the reply was received. In view of the explanation given, the mover did not press his resolution.

*Sri. Arakaiah*

(1) Government be requested to enhance D.A. to Central Government rates in view of the increase in prices.

*Accepted.*

(2) Government be requested to raise the age of retirement of Primary School teachers to 58 years.

The President explained that he had already addressed Government. The letter has been duly acknowledged by the Education Minister himself stating that the matter would be examined. Further reply is not yet received. Reminder will have to be issued. He gave an assurance that the matter would not be dropped but pursued vigorously. The mover did not press his resolution.

(3) Government be requested to sanction house rent to all teachers as is done in the case of teachers in Bangalore, K.G.F. and Mysore.

*Not acceptable.*



(4) To entertain in Government service sons and daughters of Primary School teachers in posts according to their qualifications.

*Accepted.*

(5) Supply of national flags to schools.

The President explained that Government have passed orders on this subject and national flag is included in the list of equipment to Primary Schools.

In view of the explanation, the mover withdrew his resolution.

(6) Steps be taken to put up a building for Federation.

In view of the explanation given by the General Secretary and the President at the beginning on this subject, the mover did not press his resolution.

(7) Steps be taken to hold Annual Conference of Mysore State Education Federation.

Since a resolution on this subject has already been passed, the mover did not press his resolution.

(8) Government be requested to provide rented buildings to schools which are conducted in Chavadies.

*Accepted.*

(9) Government be requested to arrange for instructions in the cultivation of Bhoo-dan lands which cannot be easily cultivated.

*Accepted.* It was *resolved* that a reference on this subject be made to the Land Utilisation Officer of the Department of Public Instruction.

(10) Government be requested to raise the maximum age of selection of teachers to T.C. Lower from 35 to 40.

*Agreed. Resolved* that the Department be requested in the matter.

*Sri. H. N. Narasimha Murthy*

(1) Request Government to confirm Music Teachers with Music Senior and S.S.L.C. course qualification if they have put in 3 years' service.

*Not acceptable.*

(2) To request Government to raise the age of retirement of teachers to 58 years.

In view of the explanation already given by the President, the mover did not press the resolution.

(3) Request Government to see that Pension cases are settled at least within three months after retirement.

The President explained that Government have already passed orders to the effect that

Pension cases should be settled within one month. In view of this the mover did not press his resolution.

(4) Request Department to appoint lady teachers knowing Music and Needlework in Girls' Primary Schools.

*Resolved* that Department be requested to appoint only ladies as Needlework and Music teachers in Girls' Schools.

(5) Request Government to grant Pandit Scales of pay to all teachers who have passed Pandits' Examination irrespective of the Pandits Examination irrespective of the schools in which they are working.

*Not acceptable.*

(6) To request Department to introduce Moral Instruction on a compulsory basis in all schools and include the same in the regular time-table.

It was explained that this was a part of the social studies in the new curriculum.

In view of the explanation offered, the mover withdrew his resolution.

(7) To supply M.S.E.F. Journal to all members of Mysore State Education Federation free.

*Not acceptable.*

(8) To request Department to appoint as Inspectors of Schools only those teachers who have served in Teachers' Training Institutions at least for 10 years.

*Resolved* that the Department of Public Instruction be requested to appoint only Graduates with B.Ed. qualification and who have put in at least 5 years' service as Inspectors of Schools.

*Sri. T. V. Ananthachar*

(1) All arrears of subscription up to 1958-59 be written off.

(2) The subscription paid from 1954-55 up-to-date by certain Associations be adjusted towards subscriptions due for 1958-59 onwards.

(3) All teachers' associations be intimated of the above decision and be requested to send their subscriptions for 1958-59 according to the strength of the association.

The President said that passing of such a resolution would have a demoralising effect, and added that active steps should be taken to collect arrears by issuing reminders. The resolution was not accepted.

(4) All associations which are not affiliated to the Mysore State Education Federation be requested to get affiliated.

*Accepted. Resolved* that steps should be taken to collect statistics regarding the



number of associations in the State and make endeavours to get all associations which are not affiliated to the Federation, affiliated to the M.S.E.F.

#### ANY OTHER SUBJECT

*Sri. K. Srinivasan*

(1) Resolved that a Meeting of the Executive Committee be convened to consider the new Draft Bye-laws of the Federation drafted by the Sub-Committees appointed.

*Accepted.*

(2) On the suggestion of Sri. K. Srinivasan, the following two *Ad-Hoc* Committees were constituted, one for studying the Draft Syllabus for the Primary Schools and the other to study the Draft Syllabus for the Higher Secondary and Multi-Purpose Schools.

#### COMMITTEE FOR PRIMARY SCHOOL SYLLABUS

- (1) Dr. D. Sivaramaia (Convener).
- (2) Sri. S. Kalappa.
- (3) Sri. D. Visweswaraiya.
- (4) Sri. K. Seshappa.
- (5) Sri. R. Krishnaiah.

(Sd.) T. R. PARAMESWARAN,  
*General Secretary.*

August 28, 1958.

with powers to co-opt members to represent the different languages.

#### COMMITTEE FOR HIGHER SECONDARY SYLLABUS

- (1) Sri. K. Srinivasan (Convener).
- (2) Sri. N. S. Venkataram.
- (3) Sri. M. V. Sundaresan.
- (4) Sri. C. V. Ramaswamy,
- (5) Sri. C. Narasinga Rao,
- (6) Sri. M. N. Lakshminarayana Rao,
- (7) Sri. K. Gururaja Rao.

with powers to co-opt.

It was also resolved that (1) the Committees be requested to send their reports to the Executive Committee before its Meeting which is fixed for the 7th September 1958, at the Scout Headquarters, Fort, Bangalore, (2) the Director of Public Instruction be informed about the formation of these two *Ad-Hoc* Committees and that the replies would be sent before the 10th September 1958.

With a vote of thanks proposed by Sri. K. Srinivasan to the President, the Meeting came to a close.

(Sd.) J. B. MALLARADHYA,  
*President.*

(Continued from page 156)

cular and extra-curricular, and the inspector with his wider experience can then discuss this planning with the teachers and the Head Master and give them the benefit of what he sees at other places and also suggest ways and means of improving upon the plans. If the Head Master keeps a record of all school activities which he is expected to do, the inspector at the time of his first visit will be able to get a fair idea of the work of that school. Inspections should afford opportunities to the teachers, Head Masters and inspectors for what may be called stock-taking of the activities and for evaluating the success or failure of the planning and the methods employed to carry it out. Difficulties experienced during the course could then be freely discussed when the inspector can play the role of a real guide and adviser, by offering solutions to those difficulties. He may also be in a position to suggest experiments to be carried out in that school within

its limitation. The inspector need not waste his time on seeing how the trained teachers teach during the short time of his visit. The results of good or bad teaching are appreciated by the public and also seen at the Public Examinations. The usual work of a teacher cannot be judged by observing for about 10 minutes a previously prepared lesson. Instead, the Inspector would do well to watch the co-curricular or extra-curricular activities of the pupils and make a note of their general behaviour. He should visit the school often and without giving previous notice if he intends to see the school in its working order. Only then can the Inspector be able to adjudge rightly the work of the school, guide the heads and teachers and advise them as a friend would do, thus leading the schools under his charge to progressive realisation of educational ends in view.\*

\* A summary of the talk given at the Seminar of Headmasters and Teachers of Belgaum District, held at the S. T. College, Belgaum, on 26th March 1958.



## EDUCATIONAL NOTES

### Educational Philosophy of Maulana Azad

**S**HRI K. G. SAIYIDAIN, Secretary, Union Ministry of Education, reading a paper on Maulana Azad's Educational Philosophy, at the Abul Kalam Azad Seminar conducted recently as a part of the Spring Festival celebrations held in Kashmir, said that the Maulana always stressed that the main objective of our Five-Year Plan was not so much the advancement of material welfare as the inculcation of a new outlook and a new spirit. The Maulana, therefore, emphasised that right type of education was more essential than progress in industry, trade and agriculture.

To understand the main features of right education as conceived by the Maulana, we must study what he said at the UNESCO Symposium, where he read a paper on "The Educational Philosophy and Concept of Man in East and West".

The Maulana firmly believed that there was no question of superiority or inferiority as between the basic philosophy of the East and West. He, however, recognised the differences in approach and outlook. Whereas in the West man has been free from the limitations imposed upon him by external nature, and great material progress has been made with the aid of science, in the East people have been looking inwards and in spite of the great spiritual attainment have lagged behind in socio-economic and political fields.

The basic concept of Maulana's educational philosophy is the need for harmonious fusion of the outlook of the East and of the West so that man puts the knowledge of science to proper use. Science, being ethically neutral by itself, can be put to right or wrong use by man, and to make man use it for construction and not for destruction, it is necessary to give him such education as creates in him the sense of right and wrong.

Education, according to the Maulana, must elevate the individual and inspire in him high values. Then alone human society can make real progress with the help of modern science. In his opinion, art, literature, science and philosophy together formed an oasis of peace and good-will in the desert of war and hatred.

Being a man of breadth of vision, justice and firm decision, the Maulana took a strong and balanced stand on the question of evolving an educational policy for India. Acknowledging the benefit of Western science, the Maulana decided that the educational pattern of the country should, while retaining its Indian and Oriental soul, imbibe the scientific attitude of the West without which the needs of the present day cannot be met. The hallmark of true education, according to the Maulana, was that it should generate breadth of outlook. He was convinced that the worst enemy of civilization was narrow-mindedness.

Educationists are requested to send articles of interest and school reports for publication to

THE EDITOR  
Journal of

The Mysore State Education Federation  
Post-Graduate Basic Training College  
DODDABALLAPUR

### To Advertisers

A very good Medium of advertisement. The magazine reaches the pupils and teachers of Middle and High Schools in the State.

Rates: Full Page Rs. 200 per Year  
Full Page Rs. 22.50 per insertion  
Half Page Rs. 12.00 per insertion  
Quarter Page Rs. 6 per insertion



## BOOK REVIEWS

*Educational Essays.* By Shamsuddin. (Published by Kasimuddin and Sons, Raipur, M.P.) Pp. 272. Price Rs. 4.00.

The author of this booklet is one of the enlightened and versatile young writers on matters of educational interest. It is good of him to have thought of putting all these articles in a book form suitable for students in teacher-training colleges. Thirty-nine articles, collected in this booklet, show the variety of subjects the author has dealt with in these pages. There are several articles on Basic Education and the principles of educational evaluation and examinations which are worth reading with profit. The author has dealt with the educational systems in America, Japan and in India during the Vedic Period and Muslim Period. He has a number of suggestions to give in a few of his project plans written for Primary Schools.

He has published an original investigation undertaken by him regarding school records and their place in examinations with particular reference to Madhya Pradesh.

A few of his Hindi articles are very useful to teachers in Primary Schools as they give the broadened outlook that is necessary for the Basic School teacher of today.

In conclusion, we commend this book for careful study by the students of training schools, who are sure to be benefited by it.

D. VISWESWARAYYA.

ನವೋದಯ.—ವಿದ್ಯಾರ್ಥಿ ಸಂಸ್ಥೆಯ ಪತ್ರಿಕೆ, ವಿದ್ಯಾದಾಯಿನಿ ಹೈಸ್ಕೂಲ್, ಸುರತ್ಕಲ್, ದಕ್ಷಿಣ ಕೆನರ.

ಇದು ೯ನೇ ವಾರ್ಷಿಕಾಂಕ. ವಿದ್ಯಾರ್ಥಿ ಸಂಸ್ಥೆಯ ವ್ಯವಸ್ಥಾಪಕರು ಈ ಸಂಚಿಕೆಯನ್ನು ಬಹಳ ಮುದ್ದಾಗಿ ಮುದ್ರಿಸಿ, ಚಿತ್ರಗಳಿಂದಲೂ, ವಿವಿಧ ಪ್ರೌಢ ಲೇಖನಗಳಿಂದಲೂ, ಪದ್ಯ ಮಾಲೆಗಳಿಂದಲೂ ಶೋಭಿಸುವಂತೆ ಮಾಡಿ ತಮ್ಮ ಕಾಣಿಕೆಯನ್ನು ತಮ್ಮ ಶಾಲೆಗೆ ಒಪ್ಪಿಸಿದ್ದಾರೆ. ಇಂತಹ ವಿಶೇಷ ಪತ್ರಿಕೆಗಳು ಪಾಠಶಾಲೆಗಳ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಬಹಳ ಉತ್ತಮ ಮಟ್ಟದ ಸ್ಥಾನವನ್ನು ಹೊಂದಿವೆ. ಮಕ್ಕಳಲ್ಲಿ ಹುದುಗಿರುವ ನೈಜವಾದ ಚತುರತೆಗೂ, ಆತ್ಮಶಕ್ತಿಗೂ ಪ್ರೋತ್ಸಾಹವನ್ನು ಕೊಡುವುದು ಉಪಾಧ್ಯಾಯರ ಮತ್ತು ಪಾಠಶಾಲೆಗಳ ಕರ್ತವ್ಯ. ಶಾಲಾ ಪತ್ರಿಕೆಗಳು ಈ ಮಾರ್ಗದಲ್ಲಿ ಅತಿಶಯವಾಗಿ ಪ್ರೋತ್ಸಾಹವನ್ನು ಕೊಡುವುವು.

ಪತ್ರಿಕೆಯನ್ನು ಕನ್ನಡ, ಇಂಗ್ಲಿಷ್ ಮತ್ತು ಹಿಂದಿ ಎಂದು ಮೂರು ಭಾಗಗಳಾಗಿ ವಿಂಗಡಿಸಿದೆ. ಈ ಸ್ಕೂಲಿನ ಅಭಿವೃದ್ಧಿಯು ಇದೇ ರೀತಿಯಲ್ಲಿ ಮುಂದುವರಿಯಲೆಂದು ಆಶಿಸುತ್ತೇನೆ.

—ಡಿ. ವಿ.

(Continued from page 160)

same authority which will deal with it as an integral process and in the second, that active co-operation be established between the University, the training colleges, the Department of Education, and the School in the matter of all teacher-training." (Vide page 30.) An organisation like the Area Training Organisation, as suggested in the Team Report, should be formed immediately.

There should be free scope of exchange of teachers from the University training col-

leges to the Departmental Training Colleges considering the qualifications and experience. Emoluments should be decided on the basis of qualifications irrespective of the type of the institution where the teacher may be working as is in vogue in the advanced countries of the West. For instance, one scale of pay for B.A., B.T's.; separate scale of pay for M.Ed.'s, still separate pay for Ph.D.'s and D.Litt.'s To attract the really capable persons for the teaching profession, there should be attractive scales of pay for teachers.



## ಗಮಕ ಕಲೆಯ ಮಹತ್ವ

ಶ್ರೀ ವೈ. ಕೆ. ತಿಮ್ಮರಸಯ್ಯ, ಗಮಕ ಅಧ್ಯಾಪಕ, ಶಿವಮೊಗ್ಗ

ಎಡರದೆ ತೊಡರದೆ ತಲೆಯಂ  
ಕೊಡಹದೆ ಕಡುವಹಿಲಜಾಡ್ಯ ಮನಸದೆ ಅರ್ಥ |  
ಕೊಡರಿಸದೋಡುವನಾತನೆ  
ಪೊಡವಿಯೊಳರಿಯಲ್ಕೆ 'ಗಮಕಿ' ಜೂಡಾರತ್ನ ||

ಎಂಬುದಾಗಿ ಪ್ರಾಚೀನ ಕನ್ನಡ ಕವಿಯೊಬ್ಬನು ಗಮಕಿಯ ಮಹತ್ವವನ್ನು ಕುರಿತು ಹೇಳಿದ್ದಾನೆ. ಸಾಹಿತ್ಯ ಪ್ರಾಕಾರದಲ್ಲಿ ಗದ್ಯ, ಪದ್ಯ, ಗೀತ ಮುಂತಾದವುಗಳು ಮಿಶ್ರವಾಗಿವೆ. ಗದ್ಯಭಾಗದಲ್ಲಿ ಕತೆ, ಕಾದಂಬರಿ, ಚರಿತ್ರೆ ಮುಂತಾದವುಗಳನ್ನು ಬರೆಯ ಓದಿನಿಂದಲೇ ಅದರ ರಸವನ್ನು ಸವಿಯಬಹುದು. ನಾಟಕವನ್ನು ರಂಗಮಂಟಪದಲ್ಲಿ ಅಭಿನಯಮೂಲಕವಾಗಿ ರಂಜಿಸ ಬಹುದು. ಗೀತೆಗಳನ್ನು ರಾಗ ಮತ್ತು ತಾಳಕ್ಕನುಗುಣ ವಾಗಿ ಹೇಳಿಕೊಂಡು ಸಂತೋಷಪಡಬಹುದಾಗಿರುತ್ತದೆ. ಆದರೆ ಪದ್ಯಭಾಗಗಳನ್ನು, ಕಾವ್ಯಗಳನ್ನು ಉತ್ತಮ ಗಮಕಿ ಗಳ ಮುಖಾಂತರವಾಗಿ ಓದಿಸಿ ರಸಾಸ್ವಾದನ ಮಾಡಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಸಾಹಿತ್ಯದಲ್ಲಿ ನಮಗೆ ಗದ್ಯ ಕ್ಕಿಂತಲೂ ಪದ್ಯಭಾಗಗಳೇ ಅಧಿಕವಾಗಿ ದೊರೆಯು ತ್ತವೆ. ಇದರ ಅರ್ಥ, ಭಾವ, ರಸವನ್ನು ಸವಿಯಲು ಉತ್ತಮ ಗಮಕಿಗಳ ಅವಶ್ಯಕತೆ ಎಷ್ಟಿದೆ ಎಂಬುದನ್ನು ಹೇಳಬೇಕಾಗಿಲ್ಲ. ಹಿಂದಿನ ಕಾಲದಲ್ಲಿ ಅದಕ್ಕಾಗಿಯೇ ರಾಜಾಶ್ರಯದಲ್ಲಿ ಕವಿ, ಗಮಕಿ, ವಾಗ್ಮಿ, ಶಿಲ್ಪಿ, ಚಿತ್ರ ಗಾರ ಮೊದಲಾದ ವಿವಿಧ ಕಲಾವಿದರು ಯೋಗ್ಯ ಸಂಭಾವನೆಯೊಡನೆ ಗೌರವಿಸಲ್ಪಡುತ್ತಿದ್ದರೆಂದು ನಮಗೆ ಅನೇಕ ಚರಿತ್ರೆ, ಇತಿಹಾಸಗಳಿಂದ ತಿಳಿಯಬರುತ್ತದೆ. ಕವಿ, ವಾಗ್ಮಿ, ಗಾಯಕರಂತೆ ಗಮಕಿಗಳೂ ಕೂಡ ಹಿಂದೆ ರಾಜಸಭೆಗಳಲ್ಲಿದ್ದು ಗೌರವಿಸಲ್ಪಡುತ್ತಿದ್ದರು. ಮೈಸೂರು ಶ್ರೀ ಚಾಮರಾಜರ ಆಸ್ಥಾನದಲ್ಲಿ ಕವಿಯಾಗಿದ್ದ ಬಸವಪ್ಪ ಶಾಸ್ತ್ರಿಗಳು ಅಭಿನವ ಕಾಳಿದಾಸ ಬಿರುದಾಂಕಿತ ರಾಗಿ ಉತ್ತಮ ಗಮಕಿಗಳಾಗಿ ಗೌರವಿಸಲ್ಪಟ್ಟಿದ್ದರು. ಲಕ್ಷ್ಮೀಶಕವಿಯು, ಲವ ಕುಶರು ರಾಮಾಯಣದ ಶ್ಲೋಕ ಗಳನ್ನು ಗಮಕ ಶುದ್ಧವಾಗಿ ಹಾಡಿದರೆಂದು ತಿಳಿಸಿದ್ದಾನೆ. ರಾಮಾಯಣ, ಮಹಾಭಾರತ ಮುಂತಾದ ಮಹಾ ಕಾವ್ಯಗಳನ್ನು ಈ ಗಮಕ ಶಾಸ್ತ್ರದಲ್ಲಿ ಓದುವುದರಿಂದಲೇ ಹೆಚ್ಚು ಪ್ರಾಶಸ್ತ್ಯವಿರುತ್ತದೆ ಎಂಬುದು ನಮಗೆ ವಿದಿತ ವಾದ ಅಂಶ. ಹರಿದಾಸರ ಕೃತಿಗಳನ್ನು ನಾವು ಸಂಗೀತದ ಸಹಾಯವಿಲ್ಲದೆ ಓದಿದರೆ ಅಷ್ಟೊಂದು ಹಿತ ಕಾಣಿಸದು.

ಕಿವಿಗೆ ಇಂಪಾಗಲು ಮುಖ್ಯವಾಗಿ ಈ ಗಮಕ ಕಲೆಯು ಅತ್ಯಾವಶ್ಯಕವಿರುತ್ತದೆ. ಎಂಥಾ ಕ್ಲಿಷ್ಟವಾದ ಕಾವ್ಯ ಗಳಿದ್ದರೂ ಅದನ್ನು ಗಮಕಿ ತನ್ನದೇ ಆದ ಶೈಲಿಯಲ್ಲಿ ವಾಚನಮಾಡಿ ಕಾವ್ಯಾನಂದವನ್ನುಂಟುಮಾಡುವ ಅದ್ಭುತ ಶಕ್ತಿಯನ್ನು ಪಡೆದಿದ್ದಾನೆ. ಇದಕ್ಕೆ ಕಾವ್ಯವಾಚನ ವೆಂತಲೂ ಕರೆಯಬಹುದು. ನಮ್ಮಲ್ಲಿ ಪುರಾತನಕಾಲ ದಿಂದಲೂ ಈ ಕಾವ್ಯವಾಚನ, ಪುರಾಣಶ್ರವಣಕ್ಕೆ ಹೆಚ್ಚು ಮಾನ್ಯತೆ ದೊರಕಿರುವುದು ಈ ಉದ್ದಿಶ್ಯಕ್ಕಾಗಿಯೇ. ಹಿಂದೂ ಸಂಸ್ಕೃತಿಯಲ್ಲಿ ನಮ್ಮ ಸೋದರಿಯರು ತಮ್ಮ ದಿನನಿತ್ಯದ ಕೆಲಸಗಳ ಮಧ್ಯೆ ಬಾಯಿಗೆ ಬಾಯಿಪಾಠ ಮಾಡಿಕೊಂಡ ಪುರಾಣ ಶ್ಲೋಕ, ಕಾವ್ಯಗಳನ್ನು ರಾಗ ವಾಗಿ ಹಾಡಿಕೊಂಡು ಮೈಮರೆಯುತ್ತಾರೆ. ಈ ಕಾವ್ಯಾ ನಂದಕ್ಕೆ ಬಡವ ಬಲ್ಲಿದರೆಂಬ ಭೇದವಿಲ್ಲದೆ ಎಲ್ಲರಿಗೂ ಸಮಾನರಸದೌತಣವು ಸಿದ್ಧಿಸುತ್ತದೆ. ಹಳ್ಳಿಗರು ತಮ್ಮ ಕೆಲಸದ ಜೊತೆಯಲ್ಲಿ ಇಂಥಾ ಉತ್ತಮ ಅಭ್ಯಾಸವನ್ನಿಟ್ಟು ಕೊಂಡಿರುತ್ತಾರೆ. ರಾಗಿ ಬೀಸುವ ಹೆಂಗಳೆಯರು ಗಿರ ಗಿರನೆ ತಿರುಗುವ ಕಲ್ಲು ನಾದಕ್ಕೆ ಜೋಡಿಯಾಗಿ ತಮ್ಮ ಹಾಡು ಸೇರಿಸಿ ಹೇಳುವ ವೈಖರಿಯನ್ನು ನಾವು ಈಗಲೂ ಕೇಳಬಹುದು. ಸೂರ್ಯೋದಯಕ್ಕೆ ಮುಂಚಿತವಾಗಿಯೇ ಎದ್ದು ಕಸ ಮುಸುರೆ ಮಾಡುವಾಗ ಅವರ ಬಾಯಿನಿಂದ ತಾನಾಗಿಯೇ ಹೊರಡುವ ಉದಯರಾಗವು ಎಷ್ಟು ಮಧುರವಾಗಿರುತ್ತದೆಯೆಂಬುದನ್ನು ಕಾಣುತ್ತೇವೆ. ಅಂದ ಮೇಲೆ ಈ ಕಾವ್ಯ ವಾಚನದ ವಾಸನೆ ನಮಗೆ ಮೊದಲಿ ನಿಂದಲೂ ಅಂಟಿಬಂದ ಒಂದು ಕಲೆಯೆಂದರೆ ತಪ್ಪಲ್ಲ. ತಾಯಿಯಾದವಳು ಮಕ್ಕಳಿಗೆ ರಾಗಬದ್ಧವಾಗಿಯೇ ಪದ್ಯ ಗಳನ್ನು ಹೇಳಿಕೊಡುತ್ತಾಳೆ; ಅವನ್ನು ಅನುಸರಿಸಿ ಮಕ್ಕಳೂ ಹಾಡಲು ತುಂಬಾ ಉತ್ಸುಕರಾಗಿರುತ್ತಾರೆ. ಶಿವಾಜಿಗೆ ತಾಯಿ ಜೀಜಾಬಾಯಿಯು ಈ ತೆರನಾಗಿಯೇ ಪುರಾಣಶ್ರವಣ ಮಾಡಿಸಿದ್ದರಿಂದ ಆತ ಮಹಾ ಗುಣ ಸಂಪನ್ನನಾದನು. ರಾಗದಿಂದ ಹೇಳಿದ ಯಾವುದೇ ಆಗಲಿ ಅದು ಬಹುಬೇಗ ಪ್ರಸಿದ್ಧಿಗೆ ಬರುವುದು ಸಹಜ ವಾದುದೇ. ಅದಕ್ಕಾಗಿಯೇ ನಮ್ಮಲ್ಲಿ ಪುರಾಣ, ಪುಣ್ಯ ಕಥೆ, ಹರಿಕಥೆ ಮುಂತಾದ ಕಾರ್ಯಕ್ರಮಗಳು ಮೊದಲಿ ನಿಂದಲೂ ಆಚರಣೆಗೆ ಬಂದಿವೆ. ಊರಿನ ದೇವಾಲಯ ದಲ್ಲಿ ಪ್ರತಿ ವಾರವೂ ಸಾಮೂಹಿಕ ಭಜನೆ ನಡೆಯುತ್ತಿದ್ದರೆ ಅಲ್ಲಿ ಎಲ್ಲರೂ ತಮ್ಮ ಕಂಠಗಳನ್ನು ಸೇರಿಸಿ ಹಾಡಲು



ಪ್ರಯತ್ನಿಸುತ್ತಾರೆ. ಈ ಕೇಳಿಯಿಂದ ಜನತೆಗೆ ಅನಂದದ ಜೊತೆಗೆ ಶಾಸ್ತ್ರಜ್ಞಾನವೂ, ಭಕ್ತಿಯೂ ಉಂಟಾಗುತ್ತದೆ. ಸಂಗೀತಕ್ಕೂ ಸಾಹಿತ್ಯಕ್ಕೂ ಸಂಬಂಧವುಂಟು. ಸಂಗೀತ ಗಾರನು ತಾನು ಹೇಳುವುದರಿಂದ ಕೇಳುವವರಿಗೆ ಅನಂದವನ್ನು ಹಂಚುತ್ತಾನೆ. ಸಾಹಿತ್ಯವು ತಾನು ರಚಿಸಿದ ಸಾಹಿತ್ಯದಿಂದ ಅನಂದಪಡಿಸುತ್ತಾನೆ. ಇದರಲ್ಲಿ ಸಂಗೀತ ಗಾರನ ಕೆಲಸ ಸುಲಭ. ತನ್ನ ಪರಿಶ್ರಮದಿಂದ ಕೂಡಲೇ ಕೇಳುವವರನ್ನು ತನ್ನ ಕಡೆಗೆ ಸೆಳೆದುಕೊಂಡು ತಲೆ ತೂಗಿಸುವಂತೆ ಮಾಡುತ್ತಾನೆ. ಆದರೆ ಗಮಕಿಯು ನಮಗೆ ಎರಡು ವಿಧದಲ್ಲಿ ಪ್ರಯೋಜನವನ್ನೀಯುತ್ತಾನೆ. ಆತನು ತಾನು ಹೇಳಬೇಕೆಂದಿರುವ ಸಾಹಿತ್ಯಕ್ಕೆ ಸಂಗೀತದ ಸುಧೆಯನ್ನು ಬೆರೆಸಿ ನಮ್ಮ ಮುಂದಿಡುತ್ತಾನೆ. ಅದರಿಂದ ನಮಗೆ ಏಕಕಾಲದಲ್ಲಿ ಸಂಗೀತದ ಮಾಧುರ್ಯ ಹಾಗೂ ಕಾವ್ಯದ ರಸ ಎರಡೂ ಪ್ರಾಪ್ತವಾಗುತ್ತವೆ. ಹೀಗೆ ಗಮಕಿಯು ನಮಗೆ ಎರಡು ವಿಧದ ಪ್ರಯೋಜನಗಳನ್ನು ಒದಗಿಸುತ್ತಾನೆ. ಸಂಗೀತದ ರಾಗಗಳಲ್ಲಿ ಎಲ್ಲಾ ರಸಗಳೂ ಅಡಕವಾಗಿರುತ್ತವೆ. ಗಮಕಿಯು ಮೊದಲು ಕಾವ್ಯವನ್ನು ಅಭ್ಯಾಸಮಾಡಿಕೊಂಡು ಅದರ ಮುಖ್ಯ ರಸವನ್ನು ತಿಳಿದು ಅದಕ್ಕೆ ಹೊಂದಿಕೆಯಾಗುವಂತೆ ಹಿತವಾದ ರಾಗವನ್ನೂ ಮಿಶ್ರಮಾಡಿ ನಮ್ಮ ಮುಂದೆ ಹಾಡುತ್ತಾನೆ. ಆಗ ಕೇಳುವ ನಮಗೆ ಶಾಸ್ತ್ರದ ಅರಿವು ಹಾಗೂ ಅದರ ರಸ ಒಮ್ಮೆಲೇ ಮನಸ್ಸಿಗೆ ಅಂಟುತ್ತದೆ. ಆದ್ದರಿಂದಲೇ ಗಮಕಿಯ ಪಾತ್ರ ತುಂಬಾ ಮಹತ್ವ ಪೂರ್ಣವಾದುದೆಂದು ಹೇಳಿದೆ. ಕಾವ್ಯದ ಮಾಧುರ್ಯವು ಕಿವಿಗೆ ಇಂಪಾಗಿರುವಂತೆ ಬಡಿಸುವ ಚಮತ್ಕಾರ ಇವನೊಬ್ಬನಿಗೆ ಮಾತ್ರ ಸಾಧ್ಯವಾದೀತು. ಗಮಕಿಯು ನಾದ ಮತ್ತು ಕಾವ್ಯ ಇವೆರಡನ್ನೂ ಗಮನಿಸಿ ನಮಗೆ ಕೊಡುವ ಸಾಹಸ ಮಾಡುತ್ತಾನೆ.

ರಸಭರಿತವಾದ ಕಾವ್ಯಗಳು, ಭಾವಗೀತೆಗಳು, ಜನಪದ ಗೀತೆಗಳು, ಪುರಾಣಗಳು ನಮ್ಮಲ್ಲಿ ಬೇಕಾದಷ್ಟಿವೆ, ನಿಜ. ಆದರೆ ಅವುಗಳ ಉಪಯೋಗವು ನಮಗೆ ಆಗಬೇಕಾದುದು ಈ ಗಮಕಿಯ ಮುಖಾಂತರವಾಗಿಯೇ. ಉತ್ತಮವಾದ ಗಮಕಿಯು ತಾನು ಆರಿಸಿದ ಕಾವ್ಯವನ್ನು ಅಥವಾ ಯಾವುದೇ ಪದ್ಯಭಾಗಗಳನ್ನು ಕೇಳುವವರಿಗೆ ಇಂಪಾಗಿ, ರಸಭಾವಗಳಿಗೆ ತಕ್ಕಂತೆ ಹಾಡಿ ಅವುಗಳನ್ನು ಹೃದಯಂಗಮವಾಗುವಂತೆ ನೀಡುತ್ತಾನೆ. ವೈದ್ಯನು ರೋಗಿಗೆ ತಕ್ಕ ಔಷಧಿಯನ್ನು ತನಗೆ ಬೇಕಾದ ಹಲವಾರು ಶೀಸೆಗಳಿಂದ ಬಣ್ಣ ಬಣ್ಣದ ಔಷಧಿಗಳನ್ನು ಕೂಡಿಸಿ ಅದನ್ನು ಕುಡಿಸಿ ರೋಗವನ್ನು ಗುಣಪಡಿಸುವಂತೆ ಗಮಕಿಯು

ಕೇಳುವವರಿಗೆ ಹಿತವಾಗುವಂತೆ, ಅರ್ಥವಾಗುವಂತೆ ತನಗೆ ಬೇಕಾದ ವಿವಿಧ ರಾಗಗಳಿಂದ ಮಿಶ್ರಮಾಡಿ, ಹದವಾಗಿ ನಮಗೆ ಕಿವಿಗೆ ಕೊಡುತ್ತಾನೆ, ಬಡಿಸುತ್ತಾನೆ.

ಹರಿಹರ, ಪಂಪ, ಲಕ್ಷ್ಮೀಶ, ನಾರಣಪ್ಪ, ಚಾಮರಸ ಮುಂತಾದ ಹಲವಾರು ಕವಿಗಳು ತಮ್ಮ ಅಮೂಲ್ಯವಾದ ಕಾವ್ಯರಾಶಿಯ ಸಂಪತ್ತನ್ನು ನಮಗೆ ಬಿಟ್ಟಿದ್ದಾರೆ. ಆದರೆ ಅದನ್ನು ವಿಚಕ್ಷಣೆಯಿಂದ ವಿತರಣೆಮಾಡಿ ಅವರ ಸೇವೆಯ ಮಹಾ ಉಪಕಾರವನ್ನು ತಿಳಿಸುವ ಜವಾಬ್ದಾರಿಯನ್ನು ಈ ಗಮಕಿಯು ಹೊತ್ತಿದ್ದಾನೆ. ಕವಿ, ತಾನು ತನ್ನ ಭಾವಕ್ಕೆ ತಕ್ಕಂತೆ, ಪ್ರಾಸಕ್ಕೆ ತಕ್ಕಂತೆ ಕಾವ್ಯವನ್ನು ರಚಿಸಿರಬಹುದು. ಆದರೆ ಅದು ಪಾಮರರಿಗೆ ಅರ್ಥವಾಗಲು ಸ್ವಲ್ಪ ಕಠಿಣವೇ ಸರಿ. ಗದ್ಯದಂತೆ ಸುಲಭವಾಗಿ ಓದಿ ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವಷ್ಟು ಹಗುರವಲ್ಲ. ಇಂಥಾ ಮಹಾ ಕವಿಗಳ ಮಹಾ ಕೆಲಸವನ್ನು ಗಮಕಿಯಾದವನು ಅರ್ಥಮಾಡಿಕೊಂಡು ಅವನ ಭಾವಕ್ಕೆ ಚ್ಯುತಿ ಬರದಂತೆ ತಾನು ಮೊದಲು ಗ್ರಹಿಸಿಕೊಂಡು ಕೇಳುವ ಸಾಮಾನ್ಯರಿಗೂ ಅರ್ಥವಾಗುವಂತೆ ಹೇಳುವ ಸಾಮರ್ಥ್ಯ ಪಡೆದಿರುತ್ತಾನೆ. ಅದರಿಂದ ಈ ಕವಿಗಳ ಕಾವ್ಯಗಳೂ ಪ್ರಕಾಶಕ್ಕೆ ಬಂದಿವೆ.

ಮಹಾ ಕವಿಗಳು ತಮ್ಮ ಕಾವ್ಯರಚನೆಯಲ್ಲಿ ವ್ಯಾಕರಣ, ಪ್ರಾಸ, ಛಂದಸ್ಸು ಮುಂತಾದ ಕ್ರಮಗಳಿಗೆ ತಕ್ಕಂತೆ ರಚನೆ ಮಾಡಿದ್ದಾರೆ. ಅವರ ಈ ಕ್ರಮಗಳಿಗೆ ಸ್ವಲ್ಪವೂ ಕುಂದುಬಾರದ ರೀತಿಯಲ್ಲಿ ವರ್ತಿಸುವ ಹಿರಿಯ ಜವಾಬ್ದಾರಿ ಈ ಗಮಕಿಯ ಮೇಲೆ ಬಿದ್ದಿರುತ್ತದೆ. ಕಾವ್ಯ ಲಕ್ಷಣಗಳನ್ನು ಅವರು ಪಾಲಿಸಿರುವಂತೆಯೇ ಈ ಗಮಕಿಯೂ ಅರಿತು ಛಂದೋಬದ್ಧವಾಗಿಯೇ ಹಾಡಬೇಕು. ಯತಿಗೆ ತಕ್ಕಂತೆ ನಿಲ್ಲಿಸುವ ಕ್ರಮವನ್ನು ಅರಿತವನಾಗಿರಬೇಕು. ಪದ್ಯದಲ್ಲಿ ಅರ್ಥಕ್ಕೆ ತಕ್ಕಂತೆ ಎಲ್ಲಿ ನಿಲ್ಲಿಸಬೇಕೋ ಅಲ್ಲಿ ನಿಲ್ಲಿಸಿ ಅರ್ಥವಿವರಣೆಯಾಗುವಂತೆ ಹಾಡಬೇಕು. ಇದು ಗಮಕಿಯಲ್ಲಿರುವ ಮಹತ್ವಗುಣ. ಇಲ್ಲವಾದರೆ ಹಾಡಿದ ಗಮಕಿಗೂ ರಚಿಸಿದ ಕವಿಗೂ ಅಪಮಾನವಾದಂತೆ. ಹೆಜ್ಜೆ ತಪ್ಪಿದರೆ ನಡೆ ಹೇಗೆ ತಪ್ಪುತ್ತದೆಯೋ ಹಾಗೆ ಈ ಯತಿ ನಿಯಮವನ್ನು ಪಾಲಿಸದಿದ್ದರೆ ಅಭಾಸವಾಗುತ್ತದೆ, ನೀರಸವಾಗುತ್ತದೆ.

ಉತ್ತಮ ಗಮಕಿಯು ತಾನು ಹಾಡುವ ಕಾವ್ಯಗಳಲ್ಲಿ ಉಚ್ಚಾರಣೆಗೂ ಮುಖ್ಯ ಗಮನವೀಯಬೇಕಾದುದು ಅವಶ್ಯ. ಕಾವ್ಯಶಾಸ್ತ್ರದಲ್ಲಿ ಸಾಂಗತ್ಯ, ದ್ವಿಪದಿ, ತ್ರಿಪದಿ, ಚೌಪದಿ, ಷಟ್ಪದಿ, ರಗಳೆ ಮುಂತಾದ ನಾನಾ ಬಗೆಗಳ ಕಾವ್ಯವಿರುವುದಷ್ಟೆ. ಇವುಗಳೆಲ್ಲವೂ ಕ್ರಮವಾಗಿ ಗೊತ್ತಾದ



## THE MYSORE STATE EDUCATION FEDERATION

## Statement of Receipts and Payments for the Year 1954-55

RECEIPTS		PAYMENTS	
	Rs. A. P.		Rs. A. P.
Opening Balance ..	117 6 3	Stationery and Printing ..	1,436 0 0
Government Grant for XIX Conference ..	1,000 0 0	Postage ..	118 14 6
Subscriptions ..	26,289 9 0	Miscellaneous ..	85 6 9
Reception Committee Membership (XIX Conference) ..	71 13 0	Clerks and Servants ..	228 4 0
Miscellaneous ..	0 7 9	Return of Loan to Journal Account ..	40 12 0
From Books Account ..	9 15 0	Advance to Journal ..	999 13 6
Interest—		All-India Education Federation ..	37 10 0
On Treasury Account ..	1 3 0	Bank Remittances ..	28,314 12 0
Treasury Cash Certificate ..	262 8 0	Meeting Expenses and T.A. ..	88 0 6
Building Fund (Mysore Bank) ..	264 13 0	Closing Balance ..	131 7 9
Thrift Deposit Account ..	122 10 0		
(Mysore Bank) ..	36 1 0		
Building Fund (League Bank) ..	687 3 0		
Treasury Cash Certificate (on Maturity) ..	1,737 8 0		
Bank Withdrawals ..	1,567 3 0		
TOTAL ..	31,481 1 0	TOTAL ..	31,481 1 0

## Statement of Income and Expenditure for the Year 1954-55

INCOME		EXPENDITURE	
	Rs. A. P.		Rs. A. P.
Subscriptions ..	26,289 9 0	Stationery and Printing ..	1,436 0 0
Government Grant for XIX Conference ..	1,000 0 0	Postage ..	118 14 6
Reception Committee Membership for XIX Conference ..	71 13 0	Miscellaneous ..	85 6 9
Miscellaneous ..	0 7 9	Clerks and Servants ..	228 4 0
Interest ..	687 3 0	Meeting Expenses and T.A. ..	88 0 6
		Return of Loan to Journal Account ..	40 12 0
		All-India Education Federation ..	37 10 0
		Excess of Income over Expenditure ..	26,014 1 0
TOTAL ..	28,049 0 9	TOTAL ..	28,049 0 9



Funding: IKS/Tattva Heritage and IKS MoE. Digitization: eGangotri.

I have examined the Statement of Affairs of the MYSORE STATE EDUCATION FEDERATION, BANGALORE, for the year ending 31st March 1955 together with the Receipts and Payments Account and the Income and Expenditure Account for the same period with the Cash Book, Subscription Collection Book and other Account Books maintained. I have obtained all the necessary information and explanation required for the purpose of Audit. The above Statement of Affairs exhibits, in my opinion, the true and correct State of Affairs of the Federation as at 31st March 1955.

**T. KRISHNA RAO,**  
*Restricted State Auditor.*



# Statement of Receipts and Payments for the Year 1955-56

## RECEIPTS

	Rs.	A.	P.
Opening Balance (includes Rs. 9-15-0 due to Books Account)	131	7	9
Mysore State Education Federation Subscriptions	10,893	0	0
Miscellaneous Receipts	29	2	0
Interest	869	4	0
Bank Withdrawals	1,050	6	0

TOTAL .. 12,973 3 9

## PAYMENTS

	Rs.	A.	P.
Postage	147	6	3
Stationery and Printing	192	5	0
Miscellaneous	80	1	0
Clerks and Servants	236	8	0
Meeting Expenses and T.A.	320	9	6
Advance to Journal	11	8	0
All-India Education Federation	39	4	0
Sectional Committee Meetings, etc.	116	14	0
Remittance to Bank	11,721	8	0
Closing Balance (includes Rs. 9-15-0 of Books Account)	107	4	0

TOTAL .. 12,973 3 9

# Statement of Income and Expenditure for the Year 1955-56

## INCOME

	Rs.	A.	P.
Mysore State Education Federation Subscriptions	10,893	0	0
Miscellaneous	29	2	0
Interest	869	4	0

TOTAL .. 11,791 6 0

## EXPENDITURE

	Rs.	A.	P.
Postage	147	6	3
Stationery and Printing	192	5	0
Miscellaneous	80	1	0
Clerks and Servants	236	8	0
Meeting Expenses and T.A.	320	9	6
All-India Education Federation	39	4	0
Sectional Committee Meetings, etc.	116	14	0
Excess of Income over Expenditure	10,658	6	3

TOTAL .. 11,791 6 0



Funding: IKS/Tattva Heritage and IKS-MoE. Digitization: eGangotri.

I have examined the Statement of Affairs of the MYSORE STATE EDUCATION FEDERATION, BANGALORE, for the year ending 31st March 1956, together with the Receipts and Payments Account and the Income and Expenditure Account for the same period with the Cash Book, Subscription Collection Book and other Books maintained. I have obtained all the necessary information and explanation required for the purpose of Audit. The above Statement of Affairs exhibits, in my opinion, the true and correct state of affairs of the Federation as at 31st March 1956.

**T. R. PARAMESWARAN,**  
**Secretary.**

**T. KRISHNA RAO,**  
*Restricted State Auditor.*



## Statement of Receipts and Payments for the Year 1956-57

RECEIPTS			PAYMENTS		
	Rs.	A. P.			Rs. A. P.
Opening Balance (includes Rs. 9-15-0 due to Books Account)	..	..	Stationery and Printing	..	179 9 3
Mysore State Education Federation Subscriptions	107	4 0	Postage	..	19 4 6
Advance by Treasurer	1,220	9 0	Miscellaneous	..	60 4 0
Interest	4	2 3	Clerks and Servants	..	145 0 0
Bank Withdrawals	1,126	6 0	Meetings and T.A.	..	138 0 0
	600	0 0	Advance to Journal	..	1 0 0
			All-India Education Federation	..	39 4 0
			Sectional Meetings, etc.	..	8 7 6
			Bank Remittances	..	2,374 15 0
			Closing Balance	..	92 9 0
TOTAL	..	3,058 5 3	TOTAL	..	3,058 5 3

## Statement of Income and Expenditure for the Year 1956-57

INCOME			EXPENDITURE		
	Rs.	A. P.		Rs.	A. P.
Mysore State Education Federation Subscriptions	1,220	9 0	Stationery and Printing	..	179 9 3
Interest .. ..	1,126	6 0	Postage ..	..	19 4 6
	..	..	Miscellaneous ..	..	60 4 0
	..	..	Clerks and Servants ..	..	145 0 0
	..	..	Meetings and T.A. ..	..	138 0 0
	..	..	All-India Education Federation	..	39 4 0
	..	..	Sectional Meetings Expenses ..	..	8 7 6
	..	..	Excess of Income over Expenditure	..	1,757 1 9
TOTAL ..	2,346	15 0	TOTAL ..	2,346	15 0



I have examined the Statement of Affairs of the MYSORE STATE EDUCATION FEDERATION, BANGALORE, for the year ending 31st March 1957, together with the Receipts and Payments Account and the Income and Expenditure Account for the same period with the Cash Book, Subscription Collection Book and other Account Books maintained. I have obtained all the necessary information and explanation required for the purpose of Audit. The above Statement of Affairs exhibits, in my opinion, the true and correct State of Affairs of the Federation as at 31st March 1957.

**T. KRISHNA RAO,**  
*Restricted State Auditor.*



## Statement of Receipts and Payments for the Year 1957-58

RECEIPTS		PAYMENTS	
	Rs. NP.		Rs. NP.
Opening Balance	92-56	Printing and Stationery	152-57
Mysore State Education Federation Subscriptions	758-34	Postage	142-30
Interest	1,629-30	Miscellaneous	60-00
Grant from the All-India Council for Secondary Education for conducting Subject Seminars	5,000-00	Clerks and Servants	194-00
Bank Withdrawals	48,570-00	Meetings and T.A.	299-77
		All-India Education Federation	41-00
		Rotary Duplicator	921-85
		Sectional Meetings	40-00
		Grant to Aided Schools Conference	500-00
		Grant to Federation Journal	1,000-00
		Remittances to Bank	7,351-64
		Fixed Deposit Account	40,000-00
		For Conducting Seminars	5,000-00
		Closing Balance:—	
		Honorary Secretary (includes Rs. 9-94 due to Books Account and Rs. 4-14 due to Treasurer)	345-37
		Honorary Treasurer	1-70
			347-07
TOTAL	56,050-20	TOTAL	56,050-20

## Statement of Income and Expenditure for the Year 1957-58

INCOME		EXPENDITURE	
	Rs. NP.		Rs. NP.
Subscriptions	758-34	Stationery and Printing	152-57
Interest	1,629-30	Postage	142-30
Excess of Expenditure over Income	963-85	Miscellaneous	60-00
		Clerks and Servants	194-00
		Meetings and T.A.	299-77
		All-India Education Federation	41-00
		Rotary Duplicator	921-85
		Sectional Meetings Expenses	40-00
		Grant to Aided Schools Conference	500-00
		Grant to Federation Journal	1,000-00
TOTAL	3,351-49	TOTAL	3,351-49



**Statement of Affairs as on 31st March 1958**

LIABILITIES		Rs.	NP.	Rs.	NP.
Opening Balance (Includes Rs. 9.94 due to Books Account and Rs. 4.14 due to Treasurer)	..	92.56			
Mysore Bank (Thrift Deposit Account)	..	34,106.37			
State Huzur Treasury	..	4,467.56			
<b>Building Fund :—</b>					
Mysore Bank	..	11,342.41			
League Bank	..	1,834.03			
<b>Due from Journal</b>	..	..	..	..	..
				13,176.44	1,012.41
				38,666.49	
<b>TOTAL</b>					52,855.34

  

ASSETS		Rs.	NP.	Rs.	NP.
Excess of Expenditure over Income	..	..	..	..	..
Due from Journal	..	..	..	..	..
<b>Building Fund :</b>					
Mysore Bank	..	11,342.41			
Add Transfer from League Bank	..	..	1,500.00		
Add Interest	..	..	283.55		
				13,125.96	
Less Transferred to F.D. in Mysore Bank	..	..	13,000.00		125.96
League Bank	..	..	1,834.03		
Add Interest	..	..	33.16		
				1,867.19	
Less Transfer to Mysore Bank Account	..	..	1,500.00		367.19
Fixed Deposit in Mysore Bank	..	..	..	13,000.00	
<b>Closing Balance :—</b>					13,493.15
Hon. Secretary	..	..	345.37		
Hon. Treasurer	..	..	1.70		
				347.07	
Mysore Bank	..	..	..	8,771.30	
State Huzur Treasury	..	..	..	1,267.56	
Fixed Deposit in Mysore Bank (M.S.E.F. Account)	..	..	..	27,000.00	
				37,385.93	
<b>TOTAL</b>					52,855.34

I have examined the Statement of Affairs of the MYSORE STATE EDUCATION FEDERATION, BANGALORE, for the year ending 31st March 1958, together with the Receipts and Payments Account and the Income and Expenditure Account for the same period with the Cash Book, Subscription Collection Book and other Account Books maintained. I have obtained all the necessary information and explanation required for the purpose of Audit. The above Statement of Affairs exhibits, in my opinion, the true and correct State of Affairs of the Federation as at 31st March 1958.

**T. KRISHNA RAO,**  
*Restricted State Auditor.*

**T. R. PARAMESWARAN,**  
**Secretary.**

**BANGALORE,**  
*Dated 3rd August 1958.*



## *Things Worth Stocking in Your Institution*

An attempt on our part at explaining to you the usefulness of a black board in the educational field will be like a glow worm advising the sun on the importance of light in the world. The exclusively first place of a black board in the educational field is beyond question.

We are, however, writing here about the utility of the Slated Roll-up Black Boards in the field of education.

*Our Slated Plain Roll-up Black Boards* are handy, portable anywhere hangable, writable with chalk, erasable with duster and readable from any angle, due to their scientific colour. They will certainly save the valuable time of the school as well as the teachers' trouble of rewriting the same matter to a number of divisions of the same standard.

*Our Outline Slated Roll-up Black Boards* are quite indispensable to the teaching of Geography and History inasmuch as they are capable of focussing the attention of the learners on what is being taught, due to their virtue of writability with chalk and erasability with duster. As a matter of fact the various discoveries in the world have their origin in the study of Geography and History. It is therefore of utmost importance that each and every student must know the Crops, Climate, Rainfall, Means of Communications, Roads, High and Low Lands, Mountains, Ranges, Rivers, Mineral Wealth, Industrial Centres, Historical Places, Population, etc., in the country. It is true that printed Maps, Globes, Charts, etc., are useful in the teaching of the above subjects but it is also true that they are incapable of focussing the attention of the learners on a particular topic, inasmuch as they are full of other information, which is not needed for the particular topics.

Moreover, as the outline maps are Slated, the topics under question can be clearly marked out with chalk and wiped off with duster, so as to be fresh for a new topic.

It is not, therefore, worthwhile to stock these useful and indispensable aids to teaching and learning in your Educational Institution.



*To make your institution really educational, please contact :*

**MEGH SLATE FACTORY (Private) LTD.,**

POST BOX No. 24,

**BARAMATI (Poona), INDIA.**

(ESTD. 1924)

No. MG/Advt./8-10378 Dated 21/8/1958



# "MYSORE LAMPS"

ARE THE BEST IN THE MARKET

Used for decorations  
on all festivals and  
special occasions  
like Dasara.



Test Certificate ob-  
tained for General  
Service & Train  
Lighting Lamps.



All lamps of 5 CP to  
1,500 Watts General  
Service Type, Flood  
Light Lamps of 500  
and 1,000 Watts,  
Train Lighting  
Lamps, Street Series  
Lamps and Minia-  
ture L a m p s are  
being manufactur-  
ed by us.



Under Rate Contract  
with the Govern-  
ment of India and  
State Governments,



and give **BRIGHT**  
**LIGHT** for a longer period

*Agents in all the States*

## THE MYSORE LAMP WORKS Ltd.

MALLESWARAM, BANGALORE 3

Telephone No.: 2026

Telegram: "MYSORELAMP"